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# Teaching language (at the primary level) through theme-base units

Alisande Rapps

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# **TEACHING LANGUAGE (at the Primary Level) THROUGH THEME-BASE UNITS**

**Independent Study  
May 1995  
By Alisande Rapps**

**Cooperating Coordinator  
Pam Zacher**

## Introduction

Elementary education's current emphasis is on the integrated, theme-based approach to teaching children reading, writing, and spoken language. During the past several years, the teachers in the Primary Department at Central Institute for the Deaf have been organizing theme-based materials that are used to teach beginning science and social studies concepts. These materials are typically used with children 5-8 years old. The following Independent Study is a collection of four theme-based units to be used in the Primary Department. The units developed are: The Farm, The Senses, Birds, and Japan. Each unit contains the following materials:

1. Suggested vocabulary appropriate for children at three levels of development:
  - a) those with vocabularies of less than 300 words
  - b) those with vocabularies of 300-500 words
  - c) those with vocabularies of greater than 500 words
2. Syntax appropriate for children at three levels of syntactic development (as illustrated on sample chart stories):
  - a) those with a language level at the beginning of the simple sentence Teacher Assessment of Grammatical Structures (TAGS) (usually those just beginning to use short, simple sentences and talking primarily in two to four word phrases)
  - b) those with a language level at the middle of the simple sentence TAGS (usually those spontaneously talking in simple sentences of 4-6 words)
  - c) those with a language level at the end of the simple sentence TAGS and the beginning of the complex sentence TAGS (usually those using complex sentences of 6 or more words)
3. Books and filmstrips on the selected topics.
4. Games and projects about the topic and designed to promote reading and writing skills
5. Activities and field trips

## **Goals**

There are several purposes for developing theme-based units in the Primary Department. The primary purpose is to develop age-appropriate themes that will spark the student's interest. By capturing the students' interest, the teacher provides them an opportunity to express their ideas using appropriate vocabulary and language. The goal of the units is to provide a meaningful experience that can be used as a basis for teaching language and in turn, as a basis for concept development.

When selecting materials, the goals are:

1. develop unit topics that are adaptable for practicing syntax and vocabulary at varying levels of difficulty
2. design activities that will provide opportunities for hearing-impaired children to develop and practice discussion skills with their teacher and fellow students
3. develop concepts and provide a base of general knowledge about their world

## **Materials**

Another purpose for developing the theme-based units is to provide a sizable quantity of materials from which the teachers can pull ideas. When planning lessons, the teachers must take into consideration the specific needs of the children in her class. The age, language level, and reading level of the children will determine the specific units to be taught and then more specifically the types of activities that would be appropriate. Materials are selected that are appealing and stimulating to young children yet most importantly have the potential for teaching new vocabulary and syntax.

## **Organization and Planning**

Each week the teacher selects a unit for discussion. Typically the first day is spent on introducing the new topic and the vocabulary that will be needed for further discussion. Books and pictures are the stimulus usually used to begin the introduction to the unit. The rest of the week, the teachers develop activities that expand on and reinforce the information introduced on the first day. Because the children are so young, they tend to respond to, and learn best from, activities in which they actively participate. Subsequent activities will often include art activities, cooking projects, filmstrips, or videos, fictional books on the topic, creative writing activities, and field trips. Each week a chart story is developed to provide the children opportunity to gain practice with the new vocabulary and language structures introduced during the week.

## **Conclusion**

This independent study provided the opportunity to become familiar with the different language levels found in the Primary Department. The TAGS was a great asset in targeting and developing appropriate language activities. The TAGS and teacher made materials appropriate to the student's age are important tools when teaching the hearing impaired through theme-based language units. Even more importantly, theme-based units are a successful way to help the students increase vocabulary and to improve their language as well as provide the students with knowledge of science and social studies.

**All the units and corresponding materials can be found in the Primary Department Coordinator's office.**

## RESOURCES

Accent On Science : Activity Book, Trowbridge, Sund, Adams, and Hackett.  
Charles E. Merrill Publishing Co., Columbus, Ohio, 1980.

Big Book of Beginning Sounds, Marie Iannetti. The Education Center,  
Inc., Greensboro, NC, 1993

Big Book of Patterns, Marie Iannetti. The Education Center, Inc., 1994

Birds, Beverly Armstrong. The Learning Works, Inc., 1988

Clip Art: Animal Friends, Sue Ryono. Frank Schaffer Publications, Inc.,  
1994.

Clip Art: Cute and Cuddly, Sue Ryono. Frank Schaffer Publications, Inc.,  
1994.

Clip Art: Little Critters, Sue Ryono. Frank Schaffer Publications, Inc.,  
1994.

Clip Art: Wild Animals, Sue Ryono. Frank Schaffer Publications, Inc.,  
1994.

A Duckling is Born, Hans-Heinrich Isenbart. G.P. Putnam's Sons, NY, 1979

International Children, Karen Sevaly. Teacher's Friend Publication, Inc.,  
Riverside, CA, 1993.

Japan , Karen Bauer and Rosa Drew. Creative Teaching Press, Inc.,  
Cypress, CA, 1994.

Jumbo Alphabet Book , Nancy Ludwig. Carson-Dellosa Publishing Co., Inc.,  
Greensboro, NC, 1993.

Kindergarten Themes, Susan Ketch. Carson-Dellosa Publishing Co., Inc.,  
Greenboro, NC, 1994.

KinderUnits, Esther Moore Howard and Dianne Faulk.  
Fearon Teacher Aids, Carthage, IL, 1990.

Mudpies to Magnets: A Preschool Science Curriculum, Robert A. Williams,  
Robert E. Rockwell, and Elizabeth A. Sherwood. Gryphon House,  
Inc., Mt. Rainier, Maryland, 1987.

Multicultural Art Activities, Betty Gaglio Cavanaugh. Teacher Created  
Materials, Inc., Huntington Beach, CA, 1994.

Multicultural Art Activities: From the Cultures of Africa, Asia and North  
America, Darlene Ritter. Creative Teaching Press, Cypress, CA,  
1993.

Our Global Village, Ann C. Edmonds. Milliken Publishing Co., St. Louis,  
MO, 1990.

Social Studies Mini-Units: Mexico, Canada, and Japan, Patty Neslon and  
Mary Earl Spencer. Frank Schaffer Publication, NY, 1989.

Terrific Topics: Farm, Danielle Schultz. Carson-Dellosa Publishing Co.  
Inc., Greensboro, NC, 1994.

Theme-A-Sauras: The Great Big Book of Mini Teaching Themes,  
Jean Warren. Warren Publishing House, Inc., Everett, Washington,  
1989.

Theme-Based Curriculum, Carla F. Berry and Gayle Mindes. Good Year  
Books, Glenview, IL, 1993.

Zoo: Picture Collections, American Teaching Aids, Minneapolis, MN, 1993.

\*\*\* This bibliography is designed to make it easy for teachers to find the  
subject matter they want. By placing them in alphabetical order by books, the  
teacher can scan the list and find what they want much faster than if the  
author's name was first. (Example: NAME, AUTHOR. PUBLISHER,  
LOCATION, YEAR.)



## BIOGRAPHY

Accent On Science : Activity Book, Trowbridge, Sund, Adams, and Hackett.  
Charles E. Merrill Publishing Co., Columbus, Ohio, 1980.

Big Book of Beginning Sounds , Marie Iannetti. The Education Center,  
Inc., Greensboro, NC, 1993

Big Book of Patterns, Marie Iannetti. The Education Center, Inc., 1994

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Clip Art: Animal Friends, Sue Ryono. Frank Schaffer Publications, Inc.,  
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Clip Art: Cute and Cuddly, Sue Ryono. Frank Schaffer Publications, Inc.,  
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Clip Art: Little Critters, Sue Ryono. Frank Schaffer Publications, Inc.,  
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Clip Art: Wild Animals, Sue Ryono. Frank Schaffer Publications, Inc.,  
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A Duckling is Born, Hans-Heinrich Isenbart. G.P. Putnam's Sons, NY, 1979

International Children, Karen Sevaly. Teacher's Friend Publication, Inc.,  
Riverside, CA, 1993.

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Our Global Village, Ann C. Edmonds. Milliken Publishing Co., St. Louis,  
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Social Studies Mini-Units: Mexico, Canada, and Japan, Patty Neslon and  
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Terrific Topics: Farm, Danielle Schultz. Carson-Dellosa Publishing Co.  
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LOCATION, YEAR.)

# **THE FARM UNIT**

**Alisande Rapps  
Independent Study  
Spring 1995**

## THE FARM UNIT

The following activities are an elicited language unit about the farm. The entire unit could take up to one week to complete. In developing the elicited language unit, a variety of activities that involve the children are used. The new vocabulary for the lesson is introduced by the teacher and practiced throughout the week. Charts are also developed to help children practice new language structures and vocabulary. The possible activities used during the week are listed below along with the vocabulary. This unit will focus mostly on visual things one may see on the farm. The lower groups may simply learn about the basic things found on a typical farm while the more advanced groups will learn about products grown on the farm, names of animals and their babies, and names of animals' homes.

### VOCABULARY:

This is a composite of all levels of the vocabulary that could be used in the primary department. Here are suggested list for low, medium, and high scale of the department:

#### LOW

farm  
cow  
pig  
horse  
duck  
plants  
chicken  
farmer  
barn

#### MEDIUM

farm house  
tractor  
goat  
piglet  
eggs  
corn  
rooster  
sheep  
pig pen

#### HIGH

harvest  
bull, calf  
kid  
colt  
duckling  
wheat, hay  
hen  
lamb  
chicken house

### Language

The language that can be used for each group is shown in attached example chart stories.

Farm chart story (Level 1)

Woolly Sheep

woolly = adj.

First, we colored some sheep.

First = s-3 adj.

we = s-2 pronoun

colored = s-3 simple past verb

some = s-2 adj.

We squirted glue on the sheep's  
back.

on = s-1 preposition

sheep's = c-4 possessive

Everyone put cotton on the sheep.

Everyone = s-1 pronoun

We pasted the sheep on green  
paper.

green = s-1 adjective

The green paper looked like grass.

looked like = exposure to higher  
structure

Everyone put the woolly sheep in  
the hall.

in = s-1 preposition

## Farm Chart Story (level 2)

### Baby Farm Animals

Baby Farm = s-4 Double adjective

We saw baby farm animals at the petting zoo.

we = s-2 pronoun  
at = s-4 preposition

The calf drank milk from its mother.

drank = s-1 irregular past  
from = s-4 preposition  
its = s-4 possessive pronoun

Baby sheep like to run and jump.

like to = s-4 early infinitive  
run and jump = s-2 compound verb

Most baby farm animals like to sleep after they eat.

most = s-6 quantifier  
after = s-5 preposition, time  
they = s-2 pronoun

\_\_\_\_\_ said, "The piglets are dirty and smell awful."

piglets = vocabulary  
dirty and smell = s-2 compound  
awful = vocabulary

Baby chicks are soft and yellow.

soft and yellow = s-2 compound

Everyone fed the lamb milk from a bottle.

from = s-4 preposition

## Farm Chart Story (level 3)

### Farm Animals

There are many animals that live on a farm.

Many = s-3 quantifier  
that = s-4 demonstrative

During the winter, wool keeps sheep warm.

During = c-2 conjunction

In the summer, pigs lay in the mud so they can stay cool.

they = s-2 pronoun  
can = s-6 modal auxiliary

Chickens lay their eggs in the chicken coop.

their - c-2 pronoun  
chicken coop = vocabulary

Farmers feed the animals before they start work.

before = s-5 preposition  
they = s-2 pronoun

We want to visit a farm and see all the animals.

want to = s-4 early infinitive  
and = s-2 compound  
all = s-4 quantifier



## Activities

The activities are described and given a number which corresponds to an example of the activity for future teachers to see the finished product.

1. VOCABULARY: The vocabulary can be introduced using a story or pictures from a book. List of stories and books are on attached page.
2. VOCABULARY: (Classroom Farm) The teacher can paste farm buildings on a poster board. Each day, as the animals are introduced, the animals can be pasted near their home on the farm. By the end of the week, the students will have covered all the animals and have a picture of what a farm may look like.
3. VOCABULARY: (Farm Bingo) Farm Bingo can be played to review the vocabulary of the animals. The bingo sheet has all of the animals that have been discussed during the week. This will be a good review along with auditory and lip-reading practice for the students.
4. VOCABULARY: (Animal families) The students are given a group of various animals and are asked to find their families. An example would be to group a cow, calf, and bull together. After the students have grouped them, the students will be asked to name them. The teacher will remind them of any names they have forgotten. This activity will vary in group of animals depending on the vocabulary level of the students.
5. VOCABULARY: (Coloring Book) This can be used to help teach the students about animals and their names. The color of each animal and names can be discussed for each page. The students should color the animal correctly and write the animal's name next to the picture. Also farm items such as a barn, a tractor, a pig pen, a hen house, and a pond are also included in the book and can be used to help the students learn the vocabulary.

6. VOCABULARY: (Concentration Game) Have each animal pattern on a card two times. Mix up the cards and have the students pick a card. Each time the students pick a card, they have to say what they pick. If they pick the match to that card, they get to keep the pair but if they do not they put both cards back.

These same cards can also be used in a game of "old maid". The teacher should pull one card and make sure the students know the card that is the "old maid" card. The students will take turns asking for animals making it a language activity.

7. VOCABULARY: (Words) Place the vocabulary words in each of the animal patterns and hang them up around the room. This can also be done with the tractor pattern and farm buildings.

8. VOCABULARY: (Farm buildings) The students color the picture of the barn, pig pen, pond, or chicken coop and then will copy or write the name of the building underneath their picture.

9. WRITTEN LANGUAGE: (Composing thoughts into sentences) Ask the students to think of their favorite animal and to tell why. Help the students compose a complete thought about the animal. Depending on their level, have them write their sentence on a piece of paper and then draw their favorite animal on the page.

10. LANGUAGE: (Storytelling) Have the students look at a picture and then have them tell you about the picture. Write down their sentences on the board. This activity can be used as a chart story or a reading and writing activity. It also helps the students use their imagination and form sentences.

11. LANGUAGE: (Syntax) Put up a laminated picture of a farm on the board. (This could be the same farm the students made in activity 2.) Take out some laminated animals and begin asking the students to put the animal at different locations on the picture of the farm. Sentences such as: "Put the pig on top of the barn." or "Put the horse

next to the farm house." can be elicited. (Use any words you want depending on what the students have been working on recently. -top, above, under, below, besides, next to, on, in, etc.-) After the animals are on the picture, take turns asking the students where each animal is located. This will give the students expressive and receptive language practice.

12. LANGUAGE: (Home Matching) Place patterns of a barn, pen, pond, and coop in front of the students and then take out the animals. Ask the students where the farm animals live or sleep. See how many homes they know. Teach them that horses, cows, and goats sleep in a barn; pigs and piglets sleep in a pig pen; ducks and ducklings sleep in a pond; and chickens, roosters, and chicks sleep in a chicken coop or hen house.

13. LANGUAGE: (Guessing Game) After the students have a good idea of each animal, have each student take turns describing an animal. This may need a lot of teacher guidance. One student will describe an animal while the other students try and guess which animal they are talking about. This is good practice for each student's speech skills, listening skills, lip-reading skills, and review of the animal.

14. LANGUAGE: (Sequencing cards) There are four pictures of a hen laying eggs and then the eggs hatching. These can be used to show how baby chicks are born. The students should put the cards in order and then tell what is happening in each picture.

Contacting a local chicken farm or hatchery to borrow an incubator and eggs may also be a fun long term activity that can help the children learn about hatching eggs.

15. SEQUENCE STORIES: There are four sequence stories varying in difficulty. There is one about a horse, hatching duck eggs, planting a flower, and growing corn in a garden.

16. LANGUAGE: (Who has the Egg?) There is a fake chicken in the front of the room with some eggs. Have everyone close their eyes. The teacher taps one person who takes one of the plastic eggs. Once that student has hid the egg, the teacher will tap the rest of the children and everyone will open their eyes. The game will begin by the other children asking questions to the student who hid the egg about where it is. This will get spontaneous language that can be corrected and modeled by the teacher. Who ever guess where the egg is, gets to go again.

17. LANGUAGE (Animal Cookies) Using pre-made sugar cookie dough, have the students use cookie cutters to make farm-animals. Decorating them after is optional. (frosting, food coloring, candies, etc.)

18. LANGUAGE: (Plant a Seed) Try and plant a plant to help students learn about planting and crops.

19. LANGUAGE: (Corn) Shuck Corn to give students a chance to see how corn looks like before it is eaten. Cooking and eating it is optional.

\*\*\*\*\* Extra patterns and pictures which can be interchanged with many of the activities are in the folder marked "more materials".

### **ART ACTIVITIES:**

1. Paper Plate Pig: Using pink construction paper, cut different size pig eyes, nose, and ears. Have the students color, paint or cover a paper plate with the color pink. Apply the eyes, nose and ears using glue or paste.

2. Woolly Sheep: Copy and cut out the sheep pattern. Pass out black, brown and gray crayons and let the students color the sheep. Then

pass out cotton balls and have the students glue or paste them onto their sheep.

3. Hand Print Animals: Pick an animal. Whatever color the animal is paint each student's palm that color. (pig=pink, pony=brown, cow=black, horse=white, etc.) Have the students press their palm on a piece of construction paper. Allow the paper to dry and then add the animal's face, tail, etc. using crayons, markers, paint, etc.

4. Grazing Cow: Have the patterns of a cow, tree, barn, etc. already cut out. Have the students color and paste them on construction paper leaving the grass out. Glue plastic grass to the picture.

5. Muddy Pigs: Give each student a piece of brown construction paper and a piece of pink construction paper with a pig pattern on it. Have the students cut out the pig and paste it on the brown paper. Then use brown finger-paint to put some marks on the pig making it look like a muddy pig in a pig pen.

6. Chickens or Ducks: Using patterns, let the students cut out and color their bird. Then give them some feathers to paste on their bird.

7. Tissue Paper Ducks: Give the students a duck shaped piece of white construction paper and some yellow tissue paper. Have them tear their tissue paper into small pieces. When they are finished tearing the tissue paper, have them glue the pieces on their ducks. Cover your bulletin board with blue paper making it look like a large duck pond. Allow the students to place their ducks in the pond.

### **FIELD TRIPS:**

The students could predict what they will see before each field trip. Through predictions of the students, the teacher could work on their language and speech while getting them prepared for what they should be looking for on the trip. Once they have returned, chart

stories or a written language activity can be developed from their experiences.

1. Purina Farm has mostly farm animals where the students could go and see the animals up close.
2. The police horse stables in Forest Park would be a place where the students could learn about a barn and stables. They could also learn about how to take care of horses.
3. Grant's Farm would be a place where they could see several types of animals and see some horses that would be pulling a carriage.
4. There are several dairy farms in Illinois that may be open to tours. The children could see how to milk a cow.
5. Invite a visitor such as a farmer or a farm equipment suppliers to talk about his job. This could bring more knowledge and may give the students a better opportunity to see better pictures and information about the farming industry. Also, the children could write thank you notes to the visitors and a chart story on the experience could be developed.

#### LITERATURE:

1. Magazines such as *Ranger Rick* or *Your Big Backyard* may have many related articles.
2. Videos such as *Charlotte's Web*, *The Ugly Duckling*, and *The Three Little Pigs* may be a great resource for more materials about farming.
3. Films such as:

<i>Animals on the Farm</i>	FS 7216
<i>Discover the Farm Animals</i>	FS 812
<i>Eggs that Produce Chicks</i>	FS 481
<i>Farm Animals</i>	FS 745

<i>Grass Helps to Make Beef</i>	FS 326*
<i>Going to the Country</i>	FS 493
<i>Hero on the Farm</i>	FS 320
<i>A Ride in the Country</i>	FS 299*
<i>City Children go to Farming School</i>	FS 351*
<i>Eggs for You to Eat</i>	FS 482
<i>Eggs</i>	FS 416
<i>Milk</i>	FS 412
<i>The Story of Corn</i>	FS 417

All films listed can be found in CID's film library. The captioned films are indicated by the asterisks.

4. Books such as:

(\* can be found in Pam's Office)

Fiction:

1) Our Animal Friends: At Maple Hill Farm

By Alice & Martin Provensen. Published by Random House Book, NY. 1974

A great big picture book about farm animals, equipment, and buildings. Shows animals homes and jobs on the farm. Is made for beginner readers but is still a little to difficult for primary level.

2) The Year at Maple Hill Farm By Alice & Martin Provensen

Published by A Hoen and Co., Baltimore, Maryland 1979

Very similar to the first book but talks about what happens during each month on the farm.

3) Daniel's Duck

By Clyde Robert Bulla

Published by Harper and Row Publishing, NY. 1979

This book uses simple sentences and could be used with the medium to high group in primary. It is a fun book about a boy who carves a duck out of wood and loves it like a pet. It is a long book for a beginner reader.

- 4) The Golly Sister Go West By Betsy Byars  
Published by Harper and Row Publishing, NY. 1985  
This is a funny book about two sisters going west using a wagon and horse. There is a section all about her horse. It is a little too difficult for a child to read in primary but may be OK for a teacher to read to her class if she is willing to explain some vocabulary. It is too long for one class time reading.
- 5) Where's That Duck? By Mary Blocksmia  
Published by Children's Press, Chicago, IL. 1985  
Medium to high group in primary may enjoy. It is full of rhymes and is very cute. There is only two sentences on each page.
- 6) Geraldine's Big Snow\* By Holly Keller  
Published by Scholastic, NY. 1988  
This book is a funny story about pigs. It is written at around a second grade reading level.
- 7) Quacky Duck\* By Rachel Huson  
Published by Price Milburn & Co., New Zealand, 1976
- 8) Baby Lamb's First Drink\* By Beverley Randell  
Published by Price Milburn & Co., New Zealand, 1976
- 9) Cows in the Garden\* By Beverly Randell  
Published by Price Milburn & Co., New Zealand, 1976
- 10) The Lazy Pig\* By Beverley Randell  
Published by Price Milburn and Co., New Zealand, 1976
- 11) The Rooster and the Weather Vane\* By Sharon Peters  
Published by Toll Associates, Mahwan, NJ, 1988
- 12) Susie Goes Shopping\* By Rose Greydanus



Published by Troll Associates, Mahwan, NJ, 1988

Non-fiction:

- 1) What Do You Do at a Petting Zoo? By Hana Machotka  
Published by Morrow Junior Books, NY. 1990  
This book's language is too complex but there is not a lot of information on each page and shows great pictures of goats, hens, donkeys, pigs, ducks, and sheep.
- 2) Working Animals By Jean Cooke  
Published by Albany Books, Hong Kong 1979  
This book is an encyclopedia type and gives a large variety of pictures of farm horses and cattle in the first section of the book.
- 3) Horses By Henry Pluckrose  
Published by Gloucester Press, NY. 1979  
This shows all kinds of horse pictures but does not tell a lot about farm horses. Language is too complex.
- 4) The Egg\* By Gallimard Jeunesse and Pascale deBourgoing  
Published by Scholastic, NY., 1988
- 5) My First Book of Words\* By Jan Palmer  
Published by Merrigold Press, NJ., 1980  
This book has one good page of pictures of farm animals.
- 6) Eggs and Baby Birds \* By Anne Shirley  
Published by Sunshine Books, 1992
- 7) Seeds Grow\* By Colin Walker  
Published by the Sunshine Science Series. Applecross Ltd. 1992
- 8) Plants and Seeds\* By Colin Walker  
Published by the Sunshine Science Series. Applecross Ltd. 1992
- 9) Seeds, Seeds, Seeds\* By Brain and Jillian Cutting  
Published by the Sunshine Science Series. Applecross Ltd. 1992

# **THE BIRD UNIT**

**Alisande Rapps  
Independent Study  
Spring 1995**

## THE BIRD UNIT

The following activities are an elicited language unit about birds. The entire unit could take up to one week to complete. In developing the elicited language unit, a variety of activities that involved the children are used. The new vocabulary for the lesson is introduced by the teacher and practiced throughout the week. Charts are also developed to help children practice new language structures and vocabulary. The possible activities used during the week are listed below along with the vocabulary. This unit will focus mostly on visual things one may see on a bird. The lower groups may simply learn about the basic things found on a typical bird while the more advanced groups will learn about different types of birds and how a bird hatches from an egg.

### VOCABULARY:

This is a composite of all levels of the vocabulary that could be used in the primary department. Here are suggested list for low, medium and high groups in the department.

#### LOW

bird  
beak  
feathers  
eggs  
nest  
chicken  
duck

#### MEDIUM

penguin  
wings  
turkey  
hatch  
cardinal  
rooster  
duckling

#### HIGH

ostrich  
webbed feet  
peacock  
laid  
cage  
hen  
parrot

### LANGUAGE:

The language that can be used for each group is shown in attached example chart stories.

## Bird Chart Story (level 1)

### Birds

Birds lay eggs in a nest.

lay = vocabulary word  
in = s-1 preposition  
nest = vocabulary

Feathers keep birds warm and dry.

feathers = vocabulary  
warm and dry = s-2 compound

Feathers and wings help birds fly.

and = s-2 compound  
wings = vocabulary

Birds are different colors and sizes.

different = s-2 adj. and vocabulary  
colors and sizes = s-2 compound

Most birds can fly.

Most = s-6 quantifier (use as good exposure)

Penguins and ostriches do not fly.

Penguins = vocabulary  
ostriches = vocabulary  
do not fly = s-3 negative verb

## Bird Chart Story (level 2)

### Birds

Birds build nests with sticks and leaves.

nests = vocabulary word  
with = s-3 preposition  
sticks and leaves = s-2 compound

Birds hatch from eggs in the nest.

hatch = vocabulary word  
from = s-4 preposition  
in = s-1 preposition

Feathers help birds stay warm and dry.

feathers = vocabulary word  
warm and dry = s-3 compound

Wings help birds fly very fast.

wings = vocabulary  
very fast = s-3 adverb

Some birds can not fly.

some = s-2 quantifier  
can not fly = s-6 negative verb,  
modal auxiliary

Penguins and ostriches do not fly.

Penguins and ostriches = vocabulary  
and s-2 compound

### Bird Chart Story (level 3)

#### Birds

Birds lay their eggs in nests.

lay = vocabulary word  
their = c-2 pronoun  
in = s-1 preposition

Bird's feathers keep them warm  
and dry.

Bird's = c-4 possessive inflection  
feathers = vocabulary  
warm and dry = s-3 compound

Birds fly with their wings.

with = preposition  
their = c-2 pronoun

Some birds can not fly in the sky.

some = s-2 quantifier  
can not = s-6 verbs, modal auxiliary

Two birds that do not fly are  
penguins and ostriches.

two = s-1 quantifier  
that = s-4 demonstrative  
penguins and ostriches = vocabulary  
and = s-3 compound

## **LANGUAGE ACTIVITIES:**

The activities are described and given a number which corresponds to an example of the activity for future teachers to see the finished product.

1. LANGUAGE: (Circle Birds) - The students are given a 4 1/2-inch circle and a 2 1/2-inch circle cut out of light blue construction paper. The students will glue their circle on pieces of dark blue construction paper, using the large circles for bodies and the small circles for heads. Then let them decorate their circle birds with felt-tip markers and feathers.
2. LANGUAGE: (Feather Painting) - Using tempera paint, have the students experiment with using the feathers as paint brushes. Encourage them to make as many different patterns and lines as they can with the feathers. The teacher should have targeted sentences in mind so the students will be given some language practice. The experimentation will bring spontaneous language and ideas from the students.
3. LANGUAGE: (Orange or Grapefruit Cup) This is a bird feeder that the students can make by punching four holes near the top of an empty orange or grapefruit rind. Fill the rind with seed or nuts and attach it to a tree limb with string.
4. LANGUAGE: (Bread Ornament) Cut a slice of stale bread into a circle or other shape with a cookie cutter. Mix food coloring with hardened fat and spread it on both sides of the bread. Make a hole near the top of the shape and tie it to a tree limb with string.
5. LANGUAGE: (Suit Bag) Cut a 6-inch square of net from a potato or onion bag. Mix suit with birdseed and place a large spoonful of the mixture in the center of the netting. Bring the corner of the square together and tie with a string. Then fasten the suit bag to a tree branch.
6. LANGUAGE: (Bird's Nests) Give the students small paper sacks. Then take the students on a walk and let them collect items that a bird might use to make a nest, such as twigs, leaves, grass and pieces of string. After the walk, have the children fold down the sides of their bags to form nests. Have them set their bags outside so that the birds can use the contents for nest building.

7. LANGUAGE: (Nest Game) Cut out five nest shapes from construction paper along with five bird shapes and fifteen egg shapes. Glue form one to five eggs inside each nest. Number the birds from 1 to 5. To play the game, have the children help the mother birds find their nests by matching the number of eggs in a nest to the bird with that number written on it.

8. LANGUAGE: (Bird's Nest Salads) Cut carrots in half and let the students help grate them. For each serving, mix together one half of a grated carrot and 1/4 cup chow mien noodles. Stir in mayonnaise to moisten. Place the mixture on a plate and push the back of a spoon down into the middle to form a nest. Let the students place grapes or peas in their nest for eggs. If desired, serve the nests on top of lettuce leaves.

9. LANGUAGE: (Eggshell Collages) Save the shells from a number of eggs and dye them with food coloring. Set out small containers of the dyed eggshells and liquid glue. Give each student a Q-Tip or a small brush and a piece of construction paper. Have the students paint designs or pictures on their paper with the glue. Then have them sprinkle the dyed eggshells on their papers and shake of the excess. Variation: Glue plain white eggshells on piece of colored construction paper.

10. LANGUAGE: (Happy Eggs, Sad Eggs) Have each student cut two large egg shapes out of construction paper. Draw a happy face on one egg and a sad face on the other. Using a familiar story or a sequence story, elicit language from the students. Once they have said a complete sentence have them indicate if it was happy or sad by saying "It was happy" - and holding up the happy egg or by saying "It was sad" - and holding up the sad egg. Variation: Use for auditory training. Have the children listen and see if they can tell if the teacher has said something happy or sad. Have them hold up the appropriate face and then tell what he teacher said.

11. LANGUAGE: (Memory Eggs) Place two or three different colored eggs in an empty egg carton. Show the eggs to the children and then close the lid. Ask the children to name the colors they remember seeing. Open the lid to show the children the actual eggs. Continue the game adding a different color egg each time.

12. LANGUAGE: (Color Cups) To make this game, you will need an empty egg carton and several different colored eggs. Mark the bottom of each egg



cup with a color corresponding to one of the eggs. Then let the children take turns placing the eggs in the matching colored cups.

13. LANGUAGE: (Pattern Eggs) Draw and cut out six large cardboard eggs. Glue a different pattern of fabric or wallpaper to each egg. Cut the egg in half. Let students take turns matching the egg halves.

14. LANGUAGE: (Green Eggs and Ham) Sauté 1 teaspoon chopped green onions, 1 teaspoon chopped green peppers and 1 tablespoon chopped ham in a pan with a small amount of oil. Stir in 3 teaspoons chopped spinach and add 1 egg that has been mixed with 1 teaspoon milk. Add salt and pepper to taste and stir constantly until egg is set. Makes 1 serving.

15. LANGUAGE: (Paper Bag Turkeys) Each student is given a brown paper bag (any size) and several sheets of newspaper. Have the students crumple the sheets of newspaper and stuff them into their bags until the bags are half full. Twist the bags closed and tie them around the middle with a piece of yarn. To make tails for their paper bag turkeys, have the students make several cuts from the top edges of their bags down to the yarn ties. Let the students paint their turkey tails using bright autumn colors. Then give each one a precut turkey head shape to decorate. Attach the head shapes to the form top the bags to complete the turkey.

16. LANGUAGE: (Paper Collage Turkeys) Cut turkey shapes out of brown construction paper. Give each student a turkey shape and scrapes of colorful construction paper. Let the students tear the construction paper into small pieces,. Have them glue the pieces on their turkey shapes to make colored feathers. Then let them use felt-tip marker to add eyes and other features.

17. LANGUAGE: (Turkey in the Barnyard) Have the students paint their fingers and palms brown and their thumbs red. Then have them press their hands on a large sheet of butcher paper to make a turkey prints. After the paint has dried, let the children add eyes, beaks, legs and feet with felt-tip markers. Hang the paer on a wall or bulletin board. Add barnyard shapes cut from construction paper (a large red barn, a fence, etc.) to make a barnyard mural.

18. LANGUAGE: (Graham Cracker Turkeys) Combine in a blender 1/4 cup unsweetened frozen apple juice concentrate, 1/4 cup vegetable oil, 1 sliced

banana, 1 teaspoon vanilla and 1 teaspoon cinnamon. In a large bowl, mix together 1 cup graham flour, 1 cup whole-wheat flour, 1/2 teaspoon baking soda, 1/2 teaspoon backing soda and 1/2 teaspoon salt. Add the apple juice mixture to the flour mixture and stir thoroughly. Roll out the dough on a floured surface and cut out turkey shapes with a cookie cutter. Using a fork, poke holes in the turkeys to make eyes and feathers. Bake at 350 degrees for 8 minutes. Severe the turkey crackers plain or let the students spread them with peanut butter. Makes 2 to 3 dozen.

19. LANGUAGE: (Turkey Fruit Cups) for each student, scoop out the center of an orange half. Dice the orange segments, 1/4 of an apple and 1/4 of a banana and combine the pieces in a small bowl. If desired, add chopped nuts. Fill the orange cup with the diced fruit. Add a toothpick for a neck, a round carrot sliced for the head and half a toothpick for a beak. Stick 2 celery leaves in the back of the cup for feathers. Place a lettuce leaf on a plate to make a leafy bed for the fruit cup turkeys.

20. LANGUAGE: (What Am I? Guess Who?) This is a guessing game that should be used at the end of the week. This may be difficult for lower level groups. The child will pick a card with a birds name. The cards will only have the birds that the class has been studying. The students will give the other students clues and see if they can guess which bird is being described. This is a great activity for advanced groups in language. Variation: Place a picture of one of the birds learned in class on a students back. Let the other students take turns giving the student a characteristic describing the bird. See how long it takes each student to guess which bird is on their back.

21. LANGUAGE: (Bird Book) This is a coloring book with general information about common birds. The teacher can make the book's language to the students' levels. It is a good overview of several birds. Include in this packet is a teacher made book for a lower group in language as an example. Also included is the original pictures of the birds from the book, Birds by Beverly Armstrong. Detailed facts about each bird were also included to save the teacher time in finding information about each bird.

22. LANGUAGE: (Lacing Ducks) Enlarge the duck pattern and cut it out. Glue the picture to a tagboard, and laminate. Use a hole punch to make holes about one inch apart and one-half inch from the edge around the boarder of each duck body. Have the students lace the ducks using shoelaces.

23. LANGUAGE: (Feathers) Talk about how feathers keep birds warm and dry. Explain how birds are covered by feathers. Give each student a feather and have them talk about how a feather feels and looks. Next, hold a straw in some water and then put one finger over one of the holes in the straw. Place the straw over the feather and drip the water slowly. Lift the feather making the water drip off. Talk about if the feather is wet and how the water rolled off the feather. If a comparison is needed use a tissue. Talk about how the tissue is wet from the water but the water did not make the feather wet.

24. LANGUAGE: (Egg Hatching) Contact a local chicken farmer or hatchery and borrow an incubator and some fertilized chicken eggs. Place several eggs in the incubator and allow the students to look at the eggs. Explain to the students that the baby chicks are inside waiting to hatch. Discuss the special care that the eggs must receive to grow and hatch. Allow the students to examine the eggs daily and to watch closely as the chicks hatch. You can also show on the calendar how long unit the chicks hatch giving them some language exposure to days and weeks.

25. LANGUAGE: (Paper Plate Turkey) Cut turkey feathers, heads, wattles, eyes, beaks, and feet from colorful construction paper. Allow each student to choose parts for his or her turkey from the selection. Allow students to be creative with their choices. Allow the students to glue or paste their parts on paper plates to create turkeys.

26. LANGUAGE: (Stuffed Bird) Cut pairs of bird animals from a variety of colors of large construction paper. Allow each student to choose a bird to decorate with crayons or markers. When the students are finished decorating, help them staple around the edges of the shape leaving about four inches unstapled. Show the students how to wad up newspaper and insert into the bird. When the bird is full, help the student finish by stapling the bird closed. Hang the birds in the classroom from the ceiling so they look like they are flying.

27. LANGUAGE: (Penguin Paper Plate) This is an art activity that is made from a pattern. The students can learn about the Penguins' parts by doing this activity with involves cutting, pasting, and coloring.

28. LANGUAGE: (Bird puppet show) Have the students make popsicle puppets using the patterns provided and then decorate and color the puppets. Next, elicit a puppet show from the students. Let the students be creative and use some of their spontaneous language in the play. Practice and then show the play to a class or coordinator so the students get practice using the language.

29. LANGUAGE: (Owl Patterns) This is a funny little Owl that can be pasted on a paper plate and hung in the classroom. The directions to the activity are very easy. Give each student an inexpensive paper plate to flatten. Duplicate the pattern of the owl and give them a copy. Direct the students to color the paper plates, color and cut out the patterns and then glue them on the paper plates.

30. LANGUAGE: (Egg People Patterns) This cute activity uses hard-boiled eggs, the pattern, markers, and yarn or scrap materials. The students will color the egg stand from the pattern page any way they wish. Cut out and tape or glue as shown above the pattern. Color two eyes and two ears from the pattern page for each egg person. Cut out the colored eyes and ears, fold on the dotted lines and glue to the egg. Glue on yarn for hair and use scrap materials and markers to add additional decorations, facial features, etc.

31. LANGUAGE: (Burrowing Owl Colony) Decorate small brown paper bags to look like owls. Add construction paper legs. Hang the owls from a coat hanger, dowel or branch.

32. LANGUAGE: (Egg Hatching) Bring in some eggs from a farm and watch them hatch in an incubator.

33. LANGUAGE: (Sponge Ball Birds) Use two sponge balls, one smaller than the other. Make a face on the small ball using eyes, pipe-wire for the nose. Stick the head on the body by using toothpicks. Glue or stick feathers all over the sponge. Make a nest out of feathers and straw using a paper bowl for support. This activity is cute and fun for the students.

## **WRITTEN LANGUAGE:**

1. WRITTEN LANGUAGE: (My Bird Book) After a field trip of film strip learning about the several birds the students should be able to draw their own picture of each bird and write a brief description.
2. WRITTEN LANGUAGE: (Penguin Book) This activity has several patterns already made for the teachers to use. The teacher can teach the information and language previous to this activity and then use this as a written activity to review the newly learned facts about Penguins.

## **SEQUENCE STORIES:**

1. SEQUENCE STORIES: (Life Cycle - chicken) Elicit language from the sequence story about the chicken hatching. Vocabulary about the chicken will be introduced such as hen, hatch, laid, etc. The language can be adjusted to the students level.

## **GAMES:**

1. GAMES: (Pass the Egg) Same game as hot potato. Depending on the students and their hearing impairments will determine if music or lights are used to determine the length of the game.
2. GAMES: (Egg Relay) Let the students roll eggs across the floor using their nose or straws.
3. GAMES: (Chicken, Who's Got your Egg?) Choose on student to be the chicken. Have the students sit with their back to the class with the egg behind him. Tell the students that the person you tap on the shoulder is to quietly sneak up behind the chicken and take the eggs and then return to his seat and hide the egg in his lap. All students should hide their hand as if they had the egg. The chicken then gets to guess who has the egg.

4. GAMES: (Where is the egg) Using chocolate eggs that are wrapped in foil, the teacher hides the egg having the students hide their eyes. The teacher taps the students and then they get to ask questions about where the egg is located. The teacher tells them if they are close. Then lets the one who guess the correct spot go and get the egg.

5. GAMES: (Spoon and Egg Relay Race) The students will try and carry a hard boiled egg on a spoon across the room without dropping it while racing with their classmates.

### **FIELD TRIPS:**

Set up field trips to places like dairy farms, petting zoos and the bird section of the zoo. Also ask visitors such as a dairy farmer or a bird keeper from the zoo to come and talk to the students.

### **LITERATURE:**

1. The Random House Book of Birds By Elisabeth Austin & Oliver Austin,  
Published by Random House Books, New York, 1970  
(This is a teacher aid - encyclopedia of birds around the world)

2. A Duckling is Born By Hans-Heinrich Isenbart  
Published by G.P. Putnam's Sons, New York, 1979

3. Egg By Robert Burton  
Published by Dorling Kindersley, New York (Great picture of eggs hatching)

4. Birds By David Burnie  
Published by Alfred A. Knopf, New York, 1988 (great pictures of birds, eggs, nests, and the hatching process)

5. Farmer Goff and His Turkey Sam By Brain Schatell  
Published by Harper, 1982

6. Sometimes It's Turkey, Sometimes It's Feathers By Lorna Balian  
Published by Abingdon, 1986

7. Chickens Aren't the Only Ones By Ruth Heller  
Published by Putnam, 1981
8. Horton Hatches the Egg By Dr. Seuss  
Published by Random House, 1940
9. It Zwibble By Tomm Ross  
Published by Scholastic, 1987
10. Cat and Canary By Michael Foreman  
Published by Dial, 1985
11. Tico and the Golden Wings By Leo Lionni  
Published by Knopf, 1987
12. Are You My Mother? By P.D. Eastman  
Published by Random House, 1960
13. Who Comes to the Water Hole? By Colleen Stanley Bare  
Published by Cabbagehill Books, 1991
14. Bird Feeders and Shelters You Can Make By Ted S. Pettit  
Published by Putnam, New York, 1970
15. A Bird's Body By Neil and Karen Dawe  
Published by w. Morrow, New York, 1982
16. I Wonder How Parrots Can Talk: and Other Neat Facts About Birds  
By Mary Packard Published by Golden Book, Western Publishing Co.  
New York, 1992
17. The Life of Birds By Maurice Burton  
Published by Golden Press, New York, 1972 (simple intro to bird behavior)
18. Crinkleroot's 25 Birds Every Child Should Know By Jim Arnosky  
Published by Bradbury Press, New York, 1993
19. A First Look at Bird's Nests By Millicent Selsam and Joyce Hunt

Published by Walder, New York, 1984

20. Making a Nest

By Paul Bennett

Published by Thomson Learning, New York, 1994

### **FILM STRIPS/ VIDEOS:**

Videos such as:     *The Ugly Duckling*

Films such as:	<i>Where Does a Bird Live?</i>	FS 210
	<i>Birds and Their Nests</i>	FS 200*
	<i>Bald Eagles Receive Help</i>	FS 209*
	<i>Learning About Birds</i>	FS 808
	<i>Nest and Eggs</i>	FS 608*
	<i>Some Birds are Extinct</i>	FS 203
	<i>What Can Birds Do?</i>	FS 218*

All films listed can be found in the CID's film library. The captioned films are indicated by the astrisks\*.

### **SUPPLEMENTARY MATERIALS:**

1. SUPPLEMENTARY MATERIALS: (Worksheet - same/different) This worksheet focus on the students identifying the hens that are alike.
2. SUPPLEMENTARY MATERIALS: (Worksheet - word Search) This worksheet has several different birds name that can be found in the puzzle of letters.
3. SUPPLEMENTARY MATERIALS: (Worksheet - Tim's Bird) This is a sight word comprehension word search of several bird words.



4. SUPPLEMENTARY MATERIALS: (Worksheet - matching pictures)  
Cut and paste the matching fish next to the original fish.

5. SUPPLEMENTARY MATERIALS: (Clip art pictures of Birds)

6. SUPPLEMENTARY MATERIALS: (Coloring pages and reward pages)  
These pictures can be used as a reward chart or just coloring pages. The bracelet is a fun idea for a reward during this unit.

7. SUPPLEMENTARY MATERIALS: (Information) This is a chapter from the Scott, Foresman series, Discover Science, 1993. Also the Herman and Nina Schneider series, Science for Work and Play, 1973.

# **THE FIVE SENSES**

**Alisande Rapps  
Independent Study  
Spring 1995**

## THE FIVE SENSES

The following activities are an elicited language unit about our senses. The entire unit could take one week to five weeks to complete, depending on the language level of the children. The teacher may choose to spend one week on each sense and do them intermittently throughout the semester. Therefore, you can look at this group of materials as one or five units. The new vocabulary for the lesson is introduced by the teacher and practiced throughout the week. Charts are also developed to help the students practice new language structures and vocabulary. The possible activities used during the week or weeks are listed below along with the vocabulary.

### VOCABULARY:

This is a composite of all levels of the vocabulary that could be used in the primary department. Here are suggested list for low, medium and high scale of the department:

#### LOW

see  
hear  
touch  
taste  
smell  
eyes  
ears  
nose  
mouth  
fingers

#### MEDIUM

sight  
sound  
feel  
rough  
smooth  
light/dark  
far/near  
awful  
loud  
soft  
sharp  
look

#### HIGH

vision  
sweet  
sour  
bitter  
salty  
high pitch  
low pitch  
spicy  
tongue  
deaf  
blind  
listen

Grouped in order of senses:

<u>SEE</u>	<u>HEAR</u>	<u>TOUCH</u>	<u>SMELL</u>	<u>TASTE</u>
eyes	ears	fingers	nose	mouth
look	listen	feel	awful	tongue
far	loud	smooth	stinky	sour
near	soft	rough	good	bitter
blind	deaf	sharp	gross	sweet
light	high	bumpy		salty
dark	low	soft/hard		

## **Language**

The language that can be used for each group is shown in example chart stories throughout the five sense units. Each unit will contain an example of a level 1, 2 and 3 chart story. Level one is targeting language from the simple sentence TAGS. It is working mostly in the 1-3 levels. Level two is targeting language from the simple sentence TAGS but is working mostly in the 2-5 levels. Level three is targeting language from the simple sentence TAGS starting around 3 level and move up into the begin levels of the complex sentence TAGS. The target structures will be underlined and the level will be given by the word in all of the chart stories present in the units.

## **THE FIVE SENSES**

### **Activities**

The activities are described and given a number which corresponds to an example of the activity for future teachers to see the finished product.

1. VOCABULARY: The vocabulary can be introduced using a story or pictures from a book. List of stories and books are on attached page.

2. VOCABULARY: (Classroom Chart) The teacher can paste pictures and words describing the five senses on a poster board. Each day, as a new sense is introduced, a picture or word can be placed underneath the row with the heading of that particular sense.

3. VOCABULARY: (Bingo) Bingo can be played to review the vocabulary used in this unit. The bingo sheet could have words or pictures depending on the child's reading level. The teacher can describe a sense or situation having the child cover the word or picture that corresponds. This will be a good review with auditory and lip-reading practice for the students.

4. VOCABULARY: (Concentration) Have each sense written on a card and then a picture of the sense organ on another card. Mix up the cards and have the students pick a card. The child can match the sense words card with the sense organ card. This could be done as a group or individually.

5. VOCABULARY: (Coloring Book) This can be used to help teach the students about their senses. The importance of each sense can be discussed as they come up in the book. The students should color a picture under the black and white picture and then write a sentence about their picture or the senses. This is a good way to reinforce the five senses and their importance while working on written language.

6. VOCABULARY: (Words) Place the vocabulary words in each of the sense organ patterns and hang them up around the room. All the words corresponding to the sight should be placed on the eye. (hearing words on the ears and so on...)

7. WRITTEN LANGUAGE: (Composing thoughts into sentences) Ask the students to think of why each sense is important. Then ask why. Help the students compose a complete thought about one of the senses and what it can tell you. Depending on their level, have them write their sentence on a piece of paper and then draw their favorite animal on the page.

9. LANGUAGE: (Syntax) Place a large picture of a person without their sense organs. (for touch, leave off their hands) Take out some laminated sense organs and ask the students to put them on the picture. After they have placed them on the picture ask them for example, where did you put the nose. The students could answer, I put the nose on the face. You can also ask the child to put the nose in the middle of the face to work on reception. Another question you can ask is what does the nose help us do? The nose (sense organ) helps us smell (sense).

10. VOCABULARY: (Identifying all the senses) Once you have discussed all the senses, pick a story and tell the children to listen very closely while you read. Every time they hear a character uses one of the five senses, students will show which sense is being used by wiggling their fingers in the air, sticking out their tongues, making "glasses" with their fingers, or wiggling their ears or nose with their fingers.

11. VOCABULARY: (Matching) Have the students complete this worksheet that matches the sense word to a picture of the sense organ.

12. VOCABULARY AND LANGUAGE: (Identifying) Cut out an outline of a child's body along with eyes, ears, nose and mouth. Tape the cut out body outline to the chalkboard. Ask the students, "If this person came into our room now, what would he/she be able to know about us?" The answer: by feeling or touching us. That is

the only way he could learn information because he only has hands. Add a sense organ to the picture. Each time you add a sense organ, discuss what the student could learn about the class now. As the students name the eyes, ears, nose and mouth, tape those features to the cutout to make the person complete.

13. LANGUAGE: (Whistle Walk) Have the children take a walk with you to experience sounds, noises, sights, etc. Every time the teacher notices an obvious sense that all can experience, she should blow her whistle. (Make adaptation if a student can not hear the whistle.) You can also do this inside the school. The key is to make sure that the children will have something to taste on their way and this may need some planning. The other senses should appear naturally. Return to the room and discuss what everyone noticed. Write each senses and list underneath what they experienced. A chart story can be developed from this activity.

14. LANGUAGE: (Identify and Discuss) Discuss the "Silly Senses" picture with the students and have them color. (paper is self-explanatory)

15. LANGUAGE: (Identify Animal Sense Organs) Show them some pictures of some animals. Have them identify their sense organs and then discuss their function. Compare and contrast to human sense organs. This can also be set up as a syntax lesson using bigger/littler or larger/smaller. Example: "My ears are smaller than an elephants ears." or "An elephant's ears are bigger than my ears."

16. LANGUAGE: (Sense Cards) Using the mouse game board, have the students pick a sense card. The students should tell what sense the card is showing and then place the card under the correct title on the game board.

17. LANGUAGE: (Exploring Your Environment) Have the students go for a walk around the school grounds. This time tell them to be aware of their surroundings and keep track of what senses they notice. After about 10 minutes, go back into the classroom and see what different observations the students notice. Discuss how people notice different senses. List the things they notice under the senses titles on the board. WRITTEN

LANGUAGE: (Follow-up to Exploring Your Environment) Have the students write about what they noticed the most while they were walking.

18. WRITTEN LANGUAGE: (Note to Parents) Give the students a piece of paper that has "We Get Excited About..." on the top. On this sheet, the students can tell the parents about the five senses. Each should write their own letter and color their paper and then take it home and read it or discuss it with their parents.

19. EXPERIENCE: (worksheet) For an general review, complete these worksheets together in class. "How to Build Me"

20. EXPERIENCE: (Jelly Jiggle Squares) Pour four packs of flavored gelatin into a large bowl. Add the package of unflavored gelatin and then 2 1/2 cups of boiling water. Stir until mixture is completely dissolved. Pour in to pan and chill for four hours. Cut into different shapes. Have each student think about the smell, taste, and how it looked. Then discuss or write about the experience.

21. WRITTEN LANGUAGE: (Accordion Book) Fold a long piece of paper to make it look like an accordion. Then title the first page "My Five Senses". The students should write "I can \_\_\_\_" (see, hear, smell, taste, feel) on each page and then illustrate



it. On the last page write, "This is me." Have the students draw a themselves.

22. WRITTEN LANGUAGE: (Poem) Hand out the worksheet titled "My Sense Poem". Have them fill in the lines and then read their poems to the class.

23. EXTRAS: (Awards) Here are some sense awards that can be used with this unit. Also there is a letter that can be used for parents.

24. BULLETIN BOARD: Patters for the five senses.

## LITERATURE:

## ALL SENSES

1. How Do I Know? : Questions and Answers About the Senses  
By Robert Carola      Published by Gallery Books, New York City, 1989.
2. Nicky Loves Daddy      By Cathryn Falwell  
Published by Calrion Books, New York City, 1992
3. By Day and By Night      By Karen Pandel  
Published by H.J. Kramer Inc./Starseed Press, Tiburon, California, 1991
4. Night Sounds, Morning Colors      By Rosemary Wells  
Published by Dail Books for Young Readers, New York, 1994
5. Soft as a Kitten : Things to Touch and Feel, See and Sniff  
By Audean Johnson      Published by Random House, New York, 1982
6. All About Your Senses      By Donna Bailey  
Published by Steck-Vaughn Library, Austin, Texas, 1991
7. The Five Senses      By Jacqueline Dineen  
Published by Silver Burdett Press, Englewood Cliffs, N.J., 1988
8. How Our Senses Work  
Published by Chelsea House Publishers, New York, 1994
9. Messengers to the Brain : Our Fantastic Five Senses      By Paul D. Martin  
Published by National Geographic Society, Washington, D.C. , 1984
10. My Five Senses      By Margaret Miller  
Published by Simon and Schuster Books for Young Readers, 1994
11. My Five Sense      By Alik  
Published by Crowell, New York, 1989
12. The Science Book of the Senses      By Neil Ardley  
Published by Harcourt Brace Jovanovich, San Diego, 1992

\*After each of the sense unit descriptions, there are more books specific to that sense!!!

**THE FIVE SENSES**  
**(SENSE OF TOUCH)**

**Alisande Rapps**  
**Independent Study**  
**Spring 1995**

Level 1:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

**What is in the bag?**

what is = s-2 question

in = s-1 prep - place

\_\_\_\_\_ put her hand in the bag.

her = s-4 possessive p.n.

**She felt something soft.**

she = s-2 singular p.n.

felt = irreg. past verb

something = s-5 indefinite p.n.

soft = s-2 adjective

\_\_\_\_\_ felt something hard.

**The rock felt hard.**

\_\_\_\_\_ did not touch the rock.

did not = s-2 negative compound

touch = vocabulary word

**We liked to feel the cotton balls.**

We = s-2 plural pronoun

liked to = s-4 early infinitive

cotton = s-2 adjective

## Touch Chart Story (level 2)

### The Petting Zoo

We petted the animal at the zoo.

We = s-2 pronoun  
petted = vocabulary word  
at = s-4 preposition, place

The baby sheep was white and soft.

baby = s-2 adjective  
white and soft = s-2 compound

The alligator skin was not soft.

alligator = vocabulary and adj. s-2  
was = s-3 verb

It was very rough.

It = s-3 pronoun  
very = s-2 adverb degree  
rough = vocabulary word

Everyone shouted, "Do not touch  
the porcupine!"

Everyone = s-1 pronoun  
touch = vocabulary word  
porcupine = vocabulary word

The wet frog jumped out of Steve's  
hands.

of = s-5 preposition  
Steve's = c-4 (exposure to natural  
language)

All the animals felt different.

All = s-4 quantifier  
felt = vocabulary word

### Touch Chart Story (level 3)

#### Our Walk

Our = c-2 pronoun

Mrs. Rapp's class walked around  
the school.

Mrs. Rapp's = c-4 possessive  
inflection  
around = s-2 preposition

Everyone felt the smooth flower.

felt = vocabulary word -irregular verb  
smooth = vocabulary word

Tom cut his hand on a thorn.

his = s-4 pronoun  
thorn = vocabulary word

Ann found a few hard rocks.

a few = s-6 quantifier

We wrote a story about our walk.

wrote = s-1 irregular past verb  
about = s-6 preposition  
our = c-2 plural possessive

Everyone asked, "Can we go for a  
walk next week?"

Can = s-6 modal auxiliary question  
for = s-6 preposition  
next week = s-6 adverb, time

## **TOUCH**

### **Vocabulary:**

touch	fingers	feel	smooth	rough
sharp	bumpy	soft	hard	

### **Actives:**

1. INTRODUCTION: Ask them what they usually use to touch something. Explain how people can use their whole body to feel but usually people use their fingers. Discuss how blind people use their fingers to help them read. (there is a sheet about Braille I will include in this packet - you can decide how much you want to talk about)
2. INTRODUCTION: (Guess the letter) Have a student draw one letter on another student's back. See if he can guess what letter the student made. Talk about the two places that they felt. One student could feel using his fingers and the other felt using his back.
3. INTRODUCTION: (Guess the block) Place several shaped blocks out on the table. Place them all in a bag and mix them up. Have a student pick one but do not let him pull his hand out of the bag. Have him guess the shape. Have him guess the color. Which one was he more successful with and why.
4. VOCABULARY: (soft, hard, rough, smooth, and bumpy) Bring in several materials from home that are soft, hard, rough, smooth, and bumpy. Discuss each object letting each student feel the object. Make a chart with large heading including soft, hard, rough, smooth, and bumpy. Glue the item underneath the appropriate description. Hang it up in the room to help remind the students of the new vocabulary words.

5. VOCABULARY: (Categorizing) Bring in several objects and place them on the table. Label the boxes with the new vocabulary words and let the students place the items in the correct box.

Variations: If the original activity was too difficult, only have two types of items at once such as smooth and rough.

6. LANGUAGE: (Guess who?) Blindfold a student and have him sit in a chair. Put another student in front of the blindfolded student. Have the student try and figure out who is standing in front of him by touching the person. Discuss how they knew or did not know who the person was and why.

7. LANGUAGE: (How do we touch) Talk about the ways people touch each other when talking. Give some examples of times when people touch each other and talk about what that means.

"Hello, I am glad to meet you" -- Shake hands

"You did a good job." ----- Pat on the back

"You are my best friend." ----- Hug

"Stay together" ----- Hold hands or link arms

"I have something to tell you." --- Tap on the shoulder

"Don't be sad." ----- Pat head or hug

"Great!" ----- Clap hands together or High five

8. LANGUAGE: (So much to touch) Put several different objects on the table and discuss the differences in texture. (Make sure they are all different in texture for example a smooth stone, a small sponge, a seashell, a pine cone, a leaf, a piece of sandpaper etc.)

Have the first student put all of the objects in a bag or box and then pick one with out pulling his hand out so the others can not see what he picked. Once the student has an object he will say,

"There is so much to touch. I am touching something \_\_\_\_\_ (smooth, round, rough, hard, soft, etc.). See if the rest of the class can guess the object by asking yes or no questions. This is a great activity for lip-reading and speech practice. Variation: Using



materials such as silk, corduroy, wool, denim, flannel, and seersucker are a good way to get distinguishable textures. Remember, sandpaper, vinyl, cardboard, corrugated cardboard and foil covered card board works well also. With these types of materials, new words like scratchy, silky, bumpy, and rough can be used.

9. LANGUAGE: (Worksheets - vocabulary) The worksheets reinforce the vocabulary by having the students identify if the objects as sharp, soft, or sticky. The "Touch and Tell" worksheet also reinforces reading as well as distinguishing how the objects feel.

10. LANGUAGE: (Worksheets) These worksheets work on the opposites, (hot/cold) and how touch can hurt you. This is a good review of previously learned vocabulary words.

11. LANGUAGE: (Box of Socks) Put a different shaped block in each sock - circle, square, triangle, rectangle, cylinder, crescent. Close the tops of the socks with rubber bands and number the socks from one to six with a marker. Put the socks in a large box and place a chair in front of the box. The children will take turns putting their feet (without shoes or socks) into the box. They will be given a worksheet where they can draw the shape that they think is in each sock. Discuss the results. Which shapes were easiest to identify? Where you surprised you could tell the shapes by using your feet?

12. LANGUAGE: (You are getting warmer) Using three tubs, place ice cold water in one, warm water in another and hot water in the third tub. Make sure it is not too hot to touch. Blindfold a student and have him identify if the water is cold, hot or warm. Then place one of his hands in hot water and the other in cold water. After a minute, place both in warm water and ask him how

each hand feels. The hand that was in the hot water will feel cold while the hand that was in cold water will feel hot. Discuss with the class why the student's hands felt different even though they were both in warm water.

13. LANGUAGE: (Texture Hunt) Take your class on a walk and have them collect different objects. If the object is too big, have the student color on the paper with the object underneath.

Example - tree trunk. This may need to be demonstrated for the students. When you return to the classroom, have the students make crayon rubbings of the treasures they have collected. They can then discuss each one with the class. Several things can be done from this activity. The teacher could collect them all and make a collage. Each student could make a book of their rubbings and label them. A written language activity could be done by having the students write a sentence at the bottom of their favorite crayon rubbing.

14. LANGUAGE: (Hats Off) This worksheet is advance but could be used with a higher group. The students have to read some new vocabulary words and then match the picture to the print answer.

15. LANGUAGE: (Sock it to me) Place ten plastic containers into ten socks. Then place ten items such as a key, a play car, a necklace, a feather, a comb, a rubber band, a sea shell, a spoon, an eraser, a barrette, and a coin in the socks. Then have the students take turns trying to identify the item using their hands. If they can not do this then place one of each item on the table to give them a list of what it could be.

16. LANGUAGE: (New vocabulary word - texture) Explain what texture means by using several examples. Then reinforce the new vocabulary by doing this activity. Cut out several T shapes on

cardboard. At the bottom of the T write the student's name along with "Textured T". Place several different textured items on the table and instruct the students to cut or tear and then glue items onto their T. Once their T is completed, have them talk about the different textures on their T.

17. LANGUAGE: (Touch and Feel Game) This is a concentration game using the sense of touch. To make game cards, simply paste like items onto two matching cards. The game card pattern is included in the packet. Some examples would be:

Rough ----- sandpaper, thin scouring pad

Smooth ---- aluminum foil, paper, ribbon

Bumpy ---- wallpaper, corrugated cardboard

Hard ----- wood, metal, macaroni pieces

Soft ----- fabric, cotton balls, yarn

Blindfold a student and then lay out the cards (textured side up). The player touches the cards and tries to make a match. When he has matched them all, the players switch. Variation: Uses cards like "Go Fish" cards. Give some to two students and see if they can pick the ones they need without looking.

18. WRITTEN LANGUAGE: (Touch and Emotions) If your group is a higher level, it may be necessary to discuss the difference between feeling with your fingers or feeling with your heart. Have the students list several things they feel with their fingers and then several things they feel with their heart on the worksheet. Then have them write a sentence or story. Example: When I feel my dog, I feel loved. This is a very complex sentence and should be modified to your group but gives an example of how you can incorporate both ideas in a sentence.

19. WRITTEN LANGUAGE: (Accordion Book) Using a long piece of paper, fold it like a accordion. Title the first page and draw a picture. Have students draw a picture of things they like to

feel and things they do not like to feel. Then have them illustrate it. This can be more detailed in language depending on reading and writing levels.

20. WRITTEN LANGUAGE: (Writing a complete sentence) Using the teacher made paper, ask the students to tell you what happened and how they think this boy feels. Then have them compose a sentence and write it in the space provided.

21. EXPERIENCE: (Soft lamb) Color the lamb and then paste cotton balls all over its head. Talk about how soft the lamb's head is.

22. EXPERIENCE: (Sticky stuff) Make a sticky substance by mixing three parts glue to two parts laundry starch and some food coloring. Stir, then feel. The substance will feel like Silly Putty brand clay. It should feel sticky and bounce. It should also break when pulled and be able to lift newspaper print.

23. EXPERIENCE: (Baking Clay) Mix 8 cups of flour, two cups of salt, and three cups of warm water in a bowl. Next, the clay needs to be rolled out into 1/2" thickness. The students will then cut out shapes with cookie cutters. Preheat oven to 325 F. Bake for one hour or until all moisture is gone. Cool and then paint. Spray with clear shellac if desired. This activity can prompt a discussion about soft clay to hard clay along with cold and hot. Variations: They can also make letters and words with the clay.

24. SEQUENCE STORY: The first sequence story is about a girl who is baking and almost forgets to use pot holders when taking the hot cookies out of the oven. The second story is about a boy who goes out to play in the snow and then comes home and drinks some hot chocolate.

25. LANGUAGE: (Feeling pictures) The students will describe how the people feel in the pictures.

\*\*\*\* Discuss safety with all the senses whenever it comes up. Remember to stress the importance of all the senses and how they give us information about the world around us.

## LITERATURE:

### TOUCH

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2. Feel and Touch By Jilian Rowe and Molly Perham  
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3. Feeling Things By Allen Fowler  
Published by Childrens Press, Chicago, IL. 1991
4. Find Out By Touching By Paul Showers  
Published by Crowell, New York, 1961
5. My First Book of Touch  
Published by Random Books, New York, 1990
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**THE FIVE SENSES**  
**(SENSE OF TASTE)**

**Alisande Rapps**  
**Independent Study**  
**Spring 1995**

Level 1:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

## **Salty Popcorn**

salty = vocabulary

**Everyone wanted to make popcorn.**

everyone = s-1 indefinite p.n.

wanted to = s-4 infinitive verb

**First, we poured the popcorn in the pot.**

first = s-3 quantifier - adj

we = s-2 plural pronoun

in = s-1 prep - place

**\_\_\_\_\_ wanted to pour more popcorn.**

more = s-1 quantifier - adj

**We smelled the popcorn cooking.**

cooking = s-3 present progressive

**Everyone wanted salt on the popcorn.**

**On no! The salt spilled on the popcorn.**

**The popcorn tasted salty.**

tasted = vocabulary



## Taste Chart Story (level 2)

### Jellybeans

Mrs. Rapps brought different  
colored jellybeans to school.

brought = s-1 irregular verb  
to = s-2 preposition  
different colored = s-4 double adj.

The red jellybeans tasted like  
cherries.

tasted = vocabulary

Everyone closed their eyes and  
tasted a jellybean.

Everyone = s-1 indefinite pronoun  
their = c-2 (exposure to natural lang.)  
and = s-2 compound verb  
closed = s-3 simple past  
tasted = s-3 simple past

Mrs. Rapps asked, "What color  
did you taste?"

What color = s-1 question  
did = s-3 simple past  
you = s-3 pronoun

Elizabeth said, "This jellybean  
tasted like grapes".

said = s-3 simple past  
this = s-4 demonstrative

Mary and Pat did not taste the  
grape jellybean.

Mary and Pat = s-3 compound  
did not taste = s-3 negative past

Both wanted to taste the grape  
jellybean.

Both = s-5 quantifier  
wanted to = s-4 early infinitive

### Taste Chart Story (level 3)

#### Jellybeans

First, we tasted all the jellybeans.

first = s-5 quantifier  
all = s-4 quantifier

Next, we covered Joe's eyes with a scarf.

next = s-5 quantifier  
Joe's = c-4 possessive inflection  
with = s-3 preposition

Mary asked, "Do you know what  
this jellybean taste like?"

Do you know what = s-5 question  
this = s-4 demonstrative  
taste like = difficult structure need to  
be taught

Joe said, "That jellybean taste like  
grape."

That = s-4 demonstrative

Joe knew the jellybean was purple  
without looking at the jellybean.

without = s-6 preposition  
looking = s-3 present progressive

Finally, Joe took off the scarf and  
looked at the jellybeans.

finally = s-5 adverb, time  
took off the scarf and looked = s-3  
compound verb

## **TASTE**

### **Vocabulary:**

mouth	taste	tongue	sour
bitter	sweet	salty	good/bad

### **Activities:**

1. **INTRODUCTION:** (List of tastes) Ask the students what are some things that they can taste. List all the answers on the board. Explain that many times things that taste also smell. Also discuss how everyone has different taste. Some things may taste bad to one person but good to another. You can also use the picture card to see if everyone likes the same foods. Also talk about what a person uses to taste. (tongue - taste buds)
2. **INTRODUCTION:** (lips/mouth) Cut and past the pictures in the right order to form the sense organ for tasting.
3. **VOCABULARY:** (sweet, sour, bitter, salty) Bring in some foods that fit these descriptions. Have the students try each kind and then say how they taste. This will be a good opportunity to introduce new vocabulary words or reinforce them. Also, syntax structures can be used when answering these questions such as: "How does the popcorn taste?" It tastes salty. This way the students are working on the new vocabulary word salty and the pronoun "it".
4. **VOCABULARY:** (worksheet - sour) The students can cut and paste the thing that would taste sour to reinforce the concept. This type of activity can also be used for sweet, salty, and bitter.
5. **LANGUAGE:** (Jelly Bean Mystery) One student will close their eyes and then be handed a jelly bean. He will put the jelly bean in his mouth and then open their eyes. He is to guess what color the jelly bean is by taste only. All should be given a chance

to try several jelly beans and see if they are successful. The teacher will then ask them if the jelly beans were sweet, sour, salty or bitter. They will also be asked which colors were easy to guess and which were difficult to guess. Also, what sense did you use along with the sense organ.

6. LANGUAGE: (How does it taste?) Cut up some pickles and put them in a bowl. Also put orange peels, raisins, and popcorn with salt into bowls. Make a chart with the following categories: sour, salty, bitter, sweet on the side and good and bad on the top. Pass the plates around the room followed by the bowls. Have the students put one sample of each bowl on their plate. Have them taste each one. Take a vote on how each one tastes and then ask if they liked each one. Fill in the chart with your answers and then discuss the results.

7. LANGUAGE: (Same but Different) Using root beer, cola, and prune juice have the students taste each one. Talk about how they look the same and how they taste different. You can also use sugar, salt to compare or peeled apples using one green and one red apple and talk about the differences and similarities.

8. LANGUAGE: (Smell and Taste) Smell helps you taste. To help the students learn this idea, set up this activity. Peel and cut up onion, potato, pear, apple, cucumber, and carrot. Arrange the pieces on four or five paper plates so that each plate has several pieces of each fruit or vegetable. Draw a chart on the chalkboard or paper having 1st, 2nd, and 3rd row for guesses and two columns for the right or wrong guesses. Have one person stand in front of the class blindfolded and have him hold his nose. Then have him taste one of the fruits or vegetables. Record his guess and then have him try something else. Each person in the class should go through this process. See how many people were able to guess

correctly when they could not smell the food. Discuss how the sense of smell can help you taste food.

9. LANGUAGE: (Follow-up worksheet) This worksheet reinforces the concept just learned in the last activity. Let the students do the worksheet to see if they understood the last concept.

10. LANGUAGE: (A Sweet Mystery) Have the students spell out the words and find out what most people like to eat. This should be a fun worksheet that will give them practice with the concepts, spelling and reading words.

11. LANGUAGE: (Popcorn) The teacher will make popcorn with the students. There are many senses that should be talked about such as hearing the popcorn pop, seeing the pop corn seeds change into popcorn, smelling the popcorn cooking and tasting the popcorn. The teacher should have the students taste the popcorn and then add some salt. The students will taste the salted popcorn and then be given some with salt and butter. The students will talk about how they liked their popcorn. Did it taste the best without salt, butter, or both? This experience can be used in a chart story.

12. WRITTEN LANGUAGE: (Putting ideas into complete sentences) The previous experience can be used as a written activity. The students can write about what the popcorn tasted like and if they liked the taste.

13. SEQUENCE STORIES: (Elicits language) This story is about a boy who makes popcorn and then adds salt. The class can talk about the smell, and taste. The other sequence story talks about a boy who is reading a book and smells the cookies his mom is making. His mom gives him a cookie and he eats it.

**LITERATURE:**

TASTE

1. Tasting Things

By Allan Fowler

Published by Childrens Press, Chicago, IL. 1991

**THE FIVE SENSES**  
**(SENSE OF HEARING)**

**Alisande Rapps**  
**Independent Study**  
**Spring 1995**

Level 1:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

## Sounds

We hear with our ears.

we = s-2 plural pronoun  
our = c-2 (just for exposure)  
with = s-3 preposition

Sounds are loud or soft.

are = s-2 verb "to be"  
or = s-2 compound adj

We heard a bird sing. It was very soft.

heard = s-1 irreg past tense  
It = s-3 3rd person pronoun  
very = s-3 adverb -degree  
soft = s-2 adjective

We heard the radio. It was very loud.

loud = s-2 adjective

Mrs. Rapps said, "That is too loud!"

That = s-4 demonstrative adj.  
too = s-3 adverb -degree

Everyone laughed and sat down.

Everyone = s-1 indefinite p.n.  
laughed and sat = s-2  
compound verb (sat is irreg)



Level 2:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

## Music

We wanted to play a song.

we = s-2 plural p.n.

wanted to = s-4 infinitive

We needed some instruments.

some = s-2 adj

\_\_\_\_\_ made a guitar with a box and  
rubber bands.

with = s-3 prep

and = c-1 conjunction

\_\_\_\_\_ made a drum with a jar and  
a balloon.

First, we practiced the song.

first = s-4 adverb - time

We played it for Mrs. Zacher

then = s-4 adverb - time

Next week, we will play a new song.

next week = s-6 adverb - time

will play = c-3 future tense verb

## Hearing Chart Story (level 3)

### Sounds

**First, we heard a very loud sound.**

First = s-5 Quantifier  
heard = s-1 irregular verb  
very loud = s-4 double adjective

**Jim asked, "What is that sound?"**

what is = s-2 question  
that = s-4 demonstrative  
Jim asked = work on including to tell  
a complete story.

**A few people heard a soft sound.**

A few = s-6 quantifier

**The sound came from the closet.**

came = s-1 irregular past verb  
from = s-4 preposition

**Mary asked, "Can we open the door?"**

Mary asked = work on including  
details to a story  
Can = s-6 Can question

**A radio was playing in the closet.**

was playing = c-3 progressive past  
verb

## **HEARING**

### **Vocabulary:**

hear	ears	listen	loud	soft
deaf	high	low	pitch	heard

### **Activities:**

1. **INTRODUCTION:** (Hearing worksheets) The first worksheet has a group of pictures. All of them have objects that make sounds. The students are to color the pictures and then trace the words, "I can hear sounds." The second worksheet is a picture of a boy's room. The boy is sleeping and all is quiet but there are a lot of potential noise makers. Have the students identify objects that could make noise.
2. **VOCABULARY:** (worksheets - loud, soft, and quiet) There are three worksheets which will practice identifying pictures of loud, soft, and quiet activities.
3. **LANGUAGE:** (Explain the Picture) There are several pictures with situations on them. The students will tell what the noise is and then what the noise tells you. This should be done in a complete sentence.
4. **LANGUAGE:** (Environment Noises) Take a walk around the school. (library, gym, cafeteria, classroom, outside, etc.) Tell the students to listen for different sounds. After returning to the classroom, ask them several questions that they can discuss such as: Which sounds are natural ones? (if any - birds, storm) Which sounds are made by humans? (talking, hitting a baseball) Which sounds do you like the best?
5. **LANGUAGE:** (Parts of the Ear) Because our students have a deficit in hearing, they may need to know the parts of their ear more than a hearing child. Therefore, the teacher should discuss

the parts of the ear using very simple language. Also, the students should learn how the ear works. The two posters will give the teacher a visual model to look at and discuss with the students. Also, the book Hearing by Kathie Billingslea Smith can be discussed and used to explain how our ears work. Role-playing to reinforce concepts presented in the book may be a good idea.

6. LANGUAGE: (Simon Says Game) The students will play Simon Says. The importance of hearing the words Simon Says before they do the action should be pointed out to the students. Simple commands such as "put your hands on your head" should be used. This will give the students practice listening and lip-reading.

7. LANGUAGE: (Guess the Animal) The students will take turns making an animal sound such as "moo". The other students will take turns guessing which animal that sounded like. If the class is very good auditorily, this activity can be tried using auditory only.

8. LANGUAGE: (Pitch) This may be too hard depending on the students' hearing loss. Talk about things that make high pitches and low pitches. Using three glasses or jars that are all the same size, fill them up with different levels of water then hit them with a spoon. See if they can hear a pitch difference.

9. LANGUAGE: (Loud and Soft Game) Using the game board, have the students pick a card and put it in the correct row. Is the picture of a loud sound or a soft sound?

10. EXPERIENCE: (loud/ soft) Have the students sing or chant a song. First sing or chant very softly and then get louder and louder. A good song to use is Happy Birthday because they are all familiar with it. Sing it several times and then discuss the different volumes used.

11. EXPERIENCE: (Sound worksheet) Discuss how sound moves and bounces off objects. Then give the students the "Choose Partners" worksheet. Have them find out who is talking to each other.

12. EXPERIENCE: (Make a Guitar) Have the students stretch four or five rubber bands of different widths across a shoe box. When they pluck the strings, each one will have a different pitch.

13. EXPERIENCE: (Make a Drum) Have the students cut the open end off a balloon and stretch the rest of the balloon over the top of a jar or cup. Then, tape it down tight if necessary. Use the eraser ends of pencils as drumsticks.

14. EXPERIENCE: (Make a Hum-a-zoo) Have the students stretch a piece of wax paper over one end of a paper-towel tube and fasten it with a rubber band. Then hum into the open end.

15. EXPERIENCE: (Band) Using one or more student made instruments, have the students play a song. The teacher should be the conductor. Have the students play loud and soft sounds. Discuss what sounds the students made and how they made them loud and soft.

16. EXPERIENCE: (Guess Who?) Blind fold a student and then have someone say, "guess who". See if they know who said it. Remember, this type of activity can only be used with students who are able to get the auditory information through their aids or cochlear implants.

17. EXPERIENCE: (What is Inside?) Using several cans, place a different object into each can. Use rice, sand, beans, paper clips, or pennies. Cover the cans so they are tight and the students can

not see what is inside. Place at least one object used in each can on the table. The students will shake the can and see if they can guess what is inside. This should be done one at a time to help maximize the students hearing.

18. SEQUENCE STORIES: (Eliciting language activity) The first sequence story shows the importance of hearing for safety in a fire. The girl wakes up because of the alarm. Other senses such as smelling the smoke, seeing the smoke and red doorknob should be pointed out and discussed. The second story shows a boy running out into the street after his ball. The car honks and he runs out of the way. Hearing the horn and seeing the car are two senses that can be discussed. The third story illustrates a boy going to a music store where he looks for a tape. Then it has him listening to the music at home. All of these can be used in several ways. They can be used for discussion or as a written language activity depending on the student's level. Also, they can be used to teach how people uses their senses, especially hearing, to give them information.

## LITERATURE:

### HEARING

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3. What Do You Hear?  
Published by Gallery Books, New York, 1989
4. Ears are for Hearing By Paul Showers  
Published by Crowell, New York, 1990
5. Hearing Things By Allen Fowler  
Published by Childrens Press, Chicago, IL. 1991

**THE FIVE SENSES**  
**(SENSE OF VISION)**

**Alisande Rapps**  
**Independent Study**  
**Spring 1995**



Level 1:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

## Clouds

We drew clouds on Tuesday.

we = s-2 plural pronoun  
drew = s-1 irreg past verb  
on = s-1 prepositions

\_\_\_\_\_ liked the big clouds.

liked = past tense verb  
big = s-1 adjective - size

\_\_\_\_\_ drew a cloud and a sun.

drew = s-1 irreg past verb  
and = s-2 comp verb

Everyone wanted to touch the clouds.

Everyone = s-1 indefinite p.n.  
wanted to = s-4 infinitive verb  
touch = vocabulary word

We saw some rain drops.

saw = s-1 irreg. past verb  
some = s-2 adj - quantifier

Everybody ran into the school.

everybody = s-1 indefinite p.n.  
ran = s-1 irreg. past verb

## Vision Chart Story (level 2)

### Clouds

First, we looked at many clouds.

First = s-5 quantifier  
looked = s-3 simple past verb  
at = s-4 preposition  
many = s-3 quantifier

Next, everyone drew a cloud.

Next = s-5 quantifier  
drew = s-1 irregular past

Joe's cloud was very big.

Joe's = s-3 possessive  
very = s-3 adverb, degree

Kate's cloud was a small blue cloud.

Kate's = s-3 possessive  
small blue = s-4 double adjective

Mike wanted to make a big black cloud.

wanted to = s-4 early infinitive  
big black = s-4 double adjective

Finally, we hung the clouds in the hall.

Finally = s-5 adverb  
hung = s-1 irregular past

## Vision Chart Story (level 3)

### Clouds

All the students looked at the clouds.

All = s-4 quantifier

First, we found the biggest cloud.

First = s-5 quantifier  
biggest = s-6 superlative adjective

Next, we found the smallest cloud.

Next = s-5 quantifier  
smallest = s-6 superlative adjective

Most of the clouds were big.

most = s-6 quantifier  
of = s-5 preposition

Everyone went inside and drew a picture of a cloud.

and = s-2 compound verb  
of = s-6 preposition

Finally, we hung our clouds in the hall.

Finally = s-5 adverb, time  
hung = s-1 irregular past verb  
our = c-2 pronoun

## VISION

### Vocabulary:

see	eyes	vision	sight	look
near	blind	light	dark	far

### Activities:

1. INTRODUCTION: (Sight worksheets) This worksheet is a cut and paste worksheet. The students will be required to match the letters from a picture to the paper. Once this is done, the students will have created a picture of the eye. The second worksheet gives the students practice identifying activities that require the use sight.

2. VOCABULARY: (Classification of Colors) Give the students a worksheet having them color and then paste the picture in the correct row. Discuss colors and what they used to determine the colors. A second worksheet has the students color each balloon using their memory of an object's usual colors. Example, one balloon says lips. The student is to color that balloon red or pink.

3. VOCABULARY: (Shadows - light/dark) Place a large sheet of paper on a wall or chalkboard. Darken the room and let one student shine a bright light on the paper. Have the students take turns making shadows. Trace the shadow on the paper. Then turn on the light and color the shadow. A discussion about light, dark and colors could be a good way to introduce how one sees and what one sees.

4. VOCABULARY: (syntax - size, color) Use some picture cards for the students to use to explore shapes, sizes and color. Mix up the cards and have them pick. The student will say a structure such as - It is a red triangle, a large triangle, or a small triangle.

You could also let the student sort the cards according to shape, size and color and have him/her explain what they did.

5. VOCABULARY: (worksheets - 1. near, far and 2. short, little, big, tall) The first worksheet is a picture that has the students identify which objects are near and which are far by circling them in different colors. The other worksheet has the student cut and paste the picture next to the opposite. Example there is a picture of a short tree and a big tree. The students should match these together.

6. LANGUAGE: The teacher brings in a variety of things to look through (binoculars, magnifying glass, kaleidoscope, glasses). Each student has a turn to look through the objects and tell how things look and how they change.

7. LANGUAGE: One student stands behind the other. The remaining students must describe what the child is wearing, what his/her hair looks like, etc. Variation could be one child leaves the room, changes something about himself, and the other children guess what has changed.

8. LANGUAGE: (Game - I see something and the color is..) Have the students take turns picking something in the room. Once the student has picked something he/she will say, "I see something and the color is \_\_\_\_." The other students try and guess what the student sees. Questions such as "how did you know it was \_\_\_\_?", can be asked. The students should answer something like, "he/she said it was yellow and the duck is yellow." "What did you use to find the duck?" "My eyes." "What sense does your eyes help you use?" "Sight."

9. LANGUAGE: (Game - guide me) One student is blindfolded. Another student guides him around for a short amount of time.

Then the class will discuss how the blindfold student felt not being able to use his vision. Also questions such as, "How did you know you were at the teacher's desk?" should be asked to elicit the idea that he/she used the sense of touch to help him know where he was.

9 1/2. LANGUAGE: (Think Twice) Reproduce the mouse head in the packet ten times. Color, cut and mount each one on the front of a file folder. Cut out eye and ear areas through the first layer of all ten folders. Inside the folder, glue a colorful picture so that parts of it show through the mouse's head opening. Have the students try and guess what the picture is inside. See if they can draw it without looking. Compare their pictures to the picture inside the folder. How close were they? Did a little vision help?

10. LANGUAGE: (Shapes of clouds) If the clouds are visible, have the students look at the clouds and see if they can see any shapes in the clouds such as an animal shape or a geometric shape. Then have them draw what they see on a piece of paper. Place their sketches on the bulletin board or make a book. Have the students tell how they were able to see the shape and how they were able to copy it on to their papers. (by using their vision, sight, or eyes)

11. LANGUAGE: (Identifying Shapes) Take the class outside to an area where they can see trees. Have them bring sketch pads and pencils. Ask them to look up, around and down and notice any shapes. Example, maybe some branches will make a triangle or star. Have them draw any shapes that they see.

12. LANGUAGE: (Visual Detection) Place 6-8 objects on the table and discuss their colors, shapes, and sizes. Try to pick objects that are opposites such as a white marble and a black marble or a short pencil and a long pencil. After discussing the

objects, cover them with a towel. Slowly remove one of the objects as the towel is lifted away. Do not let the students see the object that has been removed. Ask the students to name the missing object. Variations: Cover and have them write or draw all the objects that were there. See how many they remember. (or) Remove more than one object at a time.

13. EXPERIENCE: (Visual tricks) Give each student a 12-inch ruler. Have them look at it and trace it to give them some experience with how long 12-inches are. Then have them put the rulers and papers away where they can not see them. Tell the students they are going to play a game to see how good they are at measuring with their eyes. Using several objects, ask each student to estimate how long each object is. This may be too difficult in which case the teacher should just ask if the object is shorter or longer than the ruler. Write the students' answers on the chalkboard. Then have them use their rulers to see if they are right. Ask them what they used to get their answer. Explain that our eyes may help us to know about how big it is but we need a ruler to help us see exact measurements.

14. EXPERIENCE: (Visual tricks) Using a 12-inch ruler, draw two lines and put arrows on the ends. <-----> and >-----< Have the children guess if one arrow is smaller, bigger or if they are the same. Then show them that they are the same size. Work with the students using the "I Can't Believe My Eyes" worksheet.

15. WRITTEN LANGUAGE: (Composing Thoughts) The students will write about their experiences playing "Guide Me". Ask the students to think about their experience. Depending on their level, have them write their sentence on a piece of paper.

16. SEQUENCE STORY: This is a story about a girl using a camera. The teacher could use this sequence story to elicit language about the sense of sight.



## LITERATURE:

### VISION

1. I See By Rachel Isadora  
Published by Greenwillow Books, New York, 1991
2. Mouse Views : What the Class Pet Saw By Bruce McMillan  
Published by Holiday House, New York, 1993
3. I Spy a Lion: Animals in Art By Lucy Micklethwait  
Published by Greenwillow Books, New York, 1994
4. Look Up, Look Down By Tana Hoban  
Published by Greenwillow Books, New York, 1992
5. What is That? By Tana Hoban  
Published by Greenwillow Books, New York, 1994
6. The View From the Oak: The Private Worlds of Other Creatures  
By Herbert and Judith Kohl Published by Sierra Club Books,  
San Francisco, 1977
7. Seeing Things By Allan Fowler  
Published by Childrens Press, Chicago, IL, 1991
8. Look at Your Eyes By Paul Showers  
Published by HarperCollins Publishers, New York, 1992

**THE FIVE SENSES**  
**(SENSE OF SMELL)**

**Alisande Rapps**  
**Independent Study**  
**Spring 1995**

Level 1:

(chart story)

Targeted structures  
are underlined!

(Sentence level) examples:

s-1 = simple sentence level 1

c-5 = complex sentence level 5

### Find the Smell

smell = vocabulary

\_\_\_\_\_ sprayed perfume on the cotton ball. sprayed = past tense verb  
on = s-1 prep - place

She put the cotton ball in a jar.

she = s-2 singular p.n.

in = s-1 prep - place

We did not smell the cotton ball.

we = s-2 plural pronoun

not smell = s-1 negative verb

\_\_\_\_\_ cut a hole in the lid with a knife.

with = s-3 prep - manner

Everyone smelled the perfume.

The perfume smell was very strong.

was = s-2 "to be" verb

very = s-3 adverb - degree

## Smell Chart Story (level 2)

### Find the Cotton Ball

The cotton ball had perfume on it.

on = s-1 preposition

it = s-3 pronoun

Mrs. Rapps hid the cotton ball  
near the window.

near = s-4 preposition

Jill asked, "Where is your cotton  
ball?"

your = s-4 pronoun, possessive

We looked for the cotton ball with  
our noses.

we = s-2 pronoun

looked = s-3 simple pasted verb

for = s-6 preposition

with = s-3 preposition, manner

our = c-2 pronoun (exposure)

Mike found the cotton ball first.

found = s-1 irregular verb

first = s-4 adverb, time

Everyone had fun finding the  
cotton ball with their nose.

Everyone = s-1 indefinite

finding = s-3 present progressive

their = c-2 (exposure)

### Smell Chart Story (level 3)

#### Find the Cotton Ball

There was perfume on every cotton ball.

There = exposure  
every = s-6 quantifier

Mrs. Rapps wanted to hide the cotton ball in the room.

wanted to = s-4 early infinitive

All the children closed their eyes.

all = s-4 quantifier  
their = c-2 pronoun possessive

Mrs. Rapps hid a few cotton balls in the room.

a few = s-6 quantifier

We found the cotton balls without looking.

without = s-6 preposition  
looking = s-3 present progressive

We found every cotton ball with our noses.

every = s-6 quantifier  
with = s-3 preposition  
our = c-2 pronoun

## **SMELL**

### **Vocabulary:**

nose      smell      stinky      good      gross  
awful

### **Activities:**

1. INTRODUCTION: (Identifying) A worksheet which has the students color the picture of things that smell and then trace the sentence, "I can smell things."
2. INTRODUCTION: (Discovery Walk) Give each student a bag and tell them we are going on a "smell walk". Encourage the students to smell the grass, dry leaves, soil, and even rocks along with any other things that may smell. Suggest that most things have a distinctive smell. Display their findings and discuss once you return to the classroom.
3. VOCABULARY: (worksheet - good and awful smells)  
Identifying which items smell good and which smell bad.
4. LANGUAGE: (Smell Words) Read a story like the Little Red Hen or any other story that has some baking in it or smells. Tell the students to listen for "smell words" or descriptions of how things smell. Discuss what the students hear while you read. (They could also do this by reading alone if their reading level is higher.)
5. LANGUAGE: (Survey) Discuss all kinds of smells such as flowers, perfume, rain, cookies, etc. Take of survey of favorite smells of the class. Write them on the board and then start adding other types of smells to get them thinking about a variety of smells such as new leather shoes or grass that has just been cut. Ask what their favorite smell is again and graph it on the board. (Can discuss if any one's answer changed and why it changed.) Have

the students write what they think smells good and what smell bad on their own chart.

6. LANGUAGE: Bring in many different smelling objects. Have the students close their eyes and see if they can tell what the object is.

7. LANGUAGE: (What is Cooking Worksheet) Show the students the picture and read with them the story. See if the students can answer the questions. After they are done, they can color the picture.

8. WRITTEN LANGUAGE: (Scratch and sniff) Have the students write a story using scratch and sniff sticker to help them illustrate the story. Depending on how many stickers you can find, the stories can be very creative.

9. LANGUAGE: (Sniff and Hunt) Soak two cotton balls with perfume and the other two with scented room deodorizer. Ask two students to cover their eyes as you hide two different-scented cotton balls in different places in the classroom. Keep the other two cotton balls to use as scent samples. Each student should take one of the sample cotton balls and start hunting for the other cotton ball. Students can ask questions such as "Am I warm?" and the other students can answer, "You are warm" or "You are cold". Continue until everyone has had a turn. Discuss how the scent travels through the air until you can smell it and that the closer you get the stronger it smells.

10. LANGUAGE: (Catch the Scent) Soak one cotton ball with perfume and one with scented room deodorizer. Put each cotton ball in a paper cup and cover them with plastic wrap. One student will stand in the back of the room as the teacher pokes a hole in one of the cup's wrap. The student will walk until he smells the

scent. Once the student thinks he knows the scent he should say, "I smell perfume/deodorizer". The teacher will mark the spot and then he will do it again with the other cotton ball. This should be done with every child. Discuss the results. Did one smell regularly get detected first. What does this mean? Explain how some scents are stronger than others. Also explain how some people are better smellers than other.

11. LANGUAGE: (How Many Smells) Show the students some pictures of people surrounded by smells. Have the students discuss what the people can smell.

12. LANGUAGE: (Smell good or bad / sweet, sour, bitter, or salty) Using the smell cards, ask the students to categorize them. Depending on the students' levels they may categorized them into two (good and bad) or four (sweet, sour, bitter, or salty) groups. (One source says that you can take the cards home and rub the item on the back of them and they will keep their smell making them true "smell" cards.)

13. LANGUAGE: (What is the smell?) Bring in ten baby food jars with lids. Cover the sides of the jar with contact paper so you can not see what is inside. Using ten cotton balls that smell like the item or the actual "smelly" item, place them in a jar and close it. Poke a small hole in the top of the jar and label the jar on the bottom. Some good items to use are pineapple, onion, garlic clove, pickle juice, coffee, cocoa, peanut butter, cinnamon extracts, vanilla extracts, orange, and peppermint. Make picture cards of the items you used. Place the cards on the table. The students will take turns matching the smell to the picture.

14. WRITTEN LANGUAGE: (Baking) Make cookies, muffins, bread, etc. Have the students smell it while it is baking. Let them



write a letter home telling the parents what they are smelling and if they think it will taste good or bad.

15. EXPERIENCE: (Balloons) Place oil in a balloon. When the balloons are blown up, the odor from the oil is released.

16. EXPERIENCE: (Scratch and Sniff) Teacher can bring in books with scratch and sniff objects and tell the story.

17. EXPERIENCE: (Potpourri Balls) There are two ways to make these. The first way is faster: Stick cloves and other spices into a Styrofoam balls or oranges. The other way is to use an orange and put masking tape around it making four even section. Stick cloves firmly into the rind divided into four section. Then remove the tape and roll it into ground cinnamon. Allow it to dry in tissue paper for about four weeks. Place a bow on top.

18. SEQUENCE STORY: (Safety) A girl is reading and smells smoke. Her sense of smell tells her there is a fire and she get out of the house.

**LITERATURE:**

SMELL

1. Follow Your Nose By Paul Galdone  
Published by Crowell, New York, 1963

2. Smelling Things By Allan Fowler  
Published by Childrens Press, Chicago, IL. 1991

# **THE JAPAN UNIT**

**Alisande Rapps  
Independent Study  
Spring 1995**

## THE JAPAN UNIT

The following activities are an elicited language unit about Japan. The entire unit could take up to one week to complete. In developing the elicited language unit, a variety of activities that involve the students are used. The new vocabulary for the lesson is introduced by the teacher and practiced throughout the week. Charts are also developed to help students practice new language structures and vocabulary. The possible activities used during the week are listed below along with the vocabulary. This unit will focus mostly on visual activities and well known customs in Japan. The lower groups may simply learn about the basic things found in Japan while the more advanced groups will learn about different types celebrations in Japan. This unit may not be appropriate for all classes due to the concepts and vocabulary but should be more appropriate for the higher level groups.

### VOCABULARY:

This is a composite of all levels of the vocabulary that could be used in the primary department. Here are suggested list for low, medium and high groups in the department.

#### LOW

Japan  
island  
Japanese  
rice  
mountains  
fish  
silk

#### MEDIUM

Kimonos  
volcanoes  
earthquakes  
chopsticks  
Festival  
Tokyo  
silkworm

#### HIGH

Sushi  
origami  
Samurai  
Emperor  
Empress  
carp  
obi

### LANGUAGE:

The language that can be used for each group is shown in attached example chart stories.

## Japan Chart Story (level 1)

### Japan

Japan = proper noun, vocabulary

Japan is an island.

island = vocabulary word

Many people live in Japan.

many = s-3 quantifier  
in = s-1 prepositions

The people eat rice and fish.

eat = s-1 root form of verb  
rice and fish = s-2 compound

They wear beautiful clothes.

They = s-2 pronoun (3rd person  
subject, plural)  
beautiful = s-2 adjective

Japanese children fly kites.

Japanese = s-2 adjective and  
vocabulary word

## Japan Chart Story (level 2)

### Japan

Japan = vocabulary word

**There are many small islands in Japan.**

There = s-4 demonstrative  
are = s-2 verb "to be"  
many small = s-4 double adjective  
in = s-1 preposition

**A lot of people live on the small islands.**

A lot = s-3 quantifier  
of = s-5 preposition  
small = s-1 adjective, size

**The Japanese eat rice and fish.**

Japanese = vocabulary word  
eat = s-1 root form of the verb  
rice and fish = s-2 compound

**The girls like to dress up in kimonos.**

like to = s-4 early infinitive  
dress up = slang terminology  
in = s-1 preposition  
kimonos = vocabulary word

**The boys put fish kites on their house.**

their = c-2 plural possessive

**We want to fly to Japan.**

We = s-2 pronoun  
want to = s-4 early infinitive  
to = s-2 preposition

### Japan Chart Story (level 3)

#### Japan

Japan = vocabulary word

Japan is a country with many small islands.

country = vocabulary word  
with = s-3 preposition, manner  
many small = s-4 double adjective

Millions of people live on the islands.

Millions = quantifier (use this term if children have learned this term and understand it's meaning already.)  
of = s-5 preposition

The people grow rice and catch fish.

grow rice and catch fish = s-2 for the compound verb but because it has a compound direct object also it will be more difficult than a level two structure.

The girls wear beautiful kimonos on Children's Day.

Beautiful = s-2 adjective  
kimonos = vocabulary word  
Children's Day = new celebration learned with the use of a possessive inflection that is c-4 structure.

It was fun talking about Japan.

It = s-3 pronoun  
talking = s-3 present progressive verb  
about = s-6 preposition

## **LANGUAGE ACTIVITIES:**

The activities are described and given a number which corresponds to an example of the activity for future teachers to see the finished product.

1. **LANGUAGE:** (Suitcase) Have the students make a suitcase to hold "souvenirs" of their "travels" through Japan. Learning is internalized as they share the contents of the suitcase with friends and family and retell in their own words what they have learned. The contents of the suitcase can be used by the teacher to evaluate each student's understanding and progress. Using two sheets of 12" x 18" construction paper for the suitcase, bind the two pieces together with one 2" x 18" and 2" x 12" strips of construction paper. The binding allows paper projects to fit in the suitcase. Add two handles to complete the suitcase. Decorate the suitcase by having the students write Japan and drawing the flag on the suitcase.
2. **LANGUAGE:** (Flag of Japan) The Japanese flag has a red sun on a white background. This is because Japan is known as the "Land of the Rising Sun" (They are the first to see the sun rise each day!) Have the students make a Japanese flag by gluing squares of red tissue to a circle traced on white construction paper. They can use finished flags to decorate the classroom or bulletin board.
3. **LANGUAGE:** (Japan Book) Students can use facts learned in class to make their own book about Japan. They can color the pictures and then write the information about the picture on each page.
4. **LANGUAGE:** (Culture Box) Introduce the box to the class explaining that it contains objects that will help them learn more about Japan and its people. Select one item and look at it silently. Use questions to discuss each item. This is a wonderful activity that can be used in the beginning of the week to help introduce the new vocabulary words for the week. Items for the culture box can be chopsticks, rice bowl, uncooked rice, green tea, dried and pressed seaweed, noodles, sweets, rice crackers, books, paper fan, etc. Check in the department coordinator's office for more materials that were originally from Japan.
5. **LANGUAGE:** (Talking Animals) Using the Animal Sounds Chart, discuss each sound that the animals make in English and then compare it to



Japanese. See if the students can tell the difference and if they think it is weird or normal. This can also be used as a concentration game.

6. LANGUAGE: (Population Game) This is to help the students understand how crowded Japan is. Using making tape to create a 3' x 6' area to represent Japan/California. Have two students stand in the rectangle. They may walk around, sit, etc. Then select ten more students to join the first two so the total is twelve. That will represent the number of people living in Japan. Have them move around. Then compare the two experiences. This activity may need to be a department activity due to the numbers that are needed for the experiment.

7. LANGUAGE: (Silkworm Life Cycle) Silkworm farms supply the silk needed for kimonos, scarves, and other items of clothing. After discussing and showing the students what silk is, obtain silkworm eggs and have the students observe the stages of the life cycle. They can keep a journal of their observations each day. The eggs can be ordered from Insect Lore (PO Box 1535, Shafter, CA 93263) Plan this activity for the spring (March - June) when eggs and mulberry leaves are available. (Note: they require fresh leaves from a mulberry tree daily.)

8. LANGUAGE: (Japanese Room) Have the students make their own Japanese room with sliding doors. Use 9" x 12" construction paper for the background, (2) 2" x 9" brown construction paper strips, (2) 4" x 6" index cards or white construction paper, crayon and glue. Fold the brown construction paper strips in half lengthwise to form runners. Glue bottom runner on the 9" x 12" background. Put the index cards vertically in the bottom runner. Place the top runner over the cards (to measure height) and then glue it down. Glue ends of runner shut. Use crayons to create panels on the sliding doors and to draw people and objects both inside and outside the room.

9. LANGUAGE: (Chopsticks Math) First, have a discussion about chopsticks. (What are they, how do you use them etc.) Give each student a pair of chopsticks and ten miniature marshmallows or small fish crackers on a paper towel. After the students practice picking up the food, play "Chopsticks Addition/Subtraction" The teacher or students can take turns giving problems and the students have to add or subtract using the chopsticks. The last problem should be a subtraction problem so the students can take away the

food by picking it up with chopsticks and eating it. (How to use the chopsticks: Hold the lower chopsticks in the crook of the thumb. It remains still. Next, the upper chopsticks is held between the thumb, index and middle finger. It is moved up and down. Keeping the lower chopsticks still, practice moving the upper one so the points touch. Then pick up an object using the same motion. See example picture!)

10. LANGUAGE: (Japanese Dolls) Using Toilet paper roll, ribbon, black construction paper for hair, flesh tone construction paper for face, tags for arms, fabric with assorted colors and small prints, scissors, markers, glue and the patterns for hair, arms, sleeves, and face, your class can create a Japanese doll. Glue the 4" x 7" fabric around one end of the tube. From the plain end, cut down 2 1/2" on each side. Slide the arm piece down into the slits. Glue the face piece around the upper part of the tube. (Seam should be on back) Glue the kimono sleeves onto the arms. Trace the hair pattern onto black construction paper and cut it out. Glue in on the plain end of the tube. Glue the kimono sleeves onto the arms. Use markers to create a face. Tie an obi with ribbon. Pattern and picture of directions are in the folder.

11. LANGUAGE: (Carp Streamers) Talk about the parts of a fish - scales, fins, gills, and tail. Using 12" x 18" construction paper fold back 1 1/2" along the 12" side of construction paper to form a mouth. With crayons, design a carp similar to the one in the folder. Form a cylinder by gluing the long sides together. Add crepe paper strips for the tail. Punch holes in the mouth and string it with yarn. Variation: Take a fifteen inch piece of wax paper. Fold it lengthwise. Cut paper in a fish design. Unfold the wax paper so that the fish is displayed - both sides at once. Give each child white glue. Paint the wax paper with glue. Lay precut tissue paper shapes on glue for scales, gills, eyes, and fins. The triangles, circles, half circles and squares can make for great color and shape review. Fold the fish together with the paper on the outside or on the inside for different textures. Punch a hole in the fish's mouth and tie it with ribbon. Fly the kites when they are dry.

12. LANGUAGE: (Origami) This is the art of paper folding. Many children in Japan love to do this and it is part of their curriculum in grade school. They usually make people and animals. How to make a Origami Emperor and Empress Doll and how to make a Crane is describe in the folder. (Origami Hat) Cut squares from a newspaper or any pliable paper. Then follow the folding directions in the folder. There are other directions on how

to make animals in the folder also. There is an excellent book in the Primary Coordinator's office from Japan about how to make origami. It is written in Japanese but the pictures are wonderful and easy to follow.

13. LANGUAGE: (Silk Painting) Using silk or silk-like fabric from a fabric, upholstery, or drapery store, let the students do some silk paintings. Cut the fabric into squares and have the students paint designs with food coloring instead of fabric dyes. Make sure they are making very simple nature pictures. They can attach their finished squares to a bulletin board in a quilt-like pattern or glue individual squares to craft sticks as shown in the folder. Variation: Students can try drawing and coloring a design with watercolor markers and then spritzing lightly with water from a spray bottle.

14. LANGUAGE: (Printmaking) This is the most influential Japanese art form to be embraced by the Western culture. There are two different ways to create printmaking. One way is called Monoprints. Using bright colors of tempera to paint a picture on an unused cookie sheet. Before the paint dries, carefully place a sheet of paper on top. Rub gently, then lift the paper. Try using a variety of paper for your prints including rice paper, damp paper, or wallpaper samples. Wash the cookie sheet and try another design. The other way is called Block prints. Cut apart adhesive-backed corn pads or moleskin and attach to jar lids or blocks of wood. To make prints, use well-inked stamp pads or thick tempera.

15. LANGUAGE: (Classroom Tours) At the end of the week, create several centers in the classroom. Make a checklist as a guide to take a visitor on a classroom tour of Japan, explaining each area as they go. Practice giving the tour several times with the class using appropriate language levels. Then invite parents, another class, or the department coordinator to come for a tour. This is a good way to have the students practice their language and speech. Each student can also show what is in their suitcase if they wish.

16. LANGUAGE: (Facts about Japan) Here are some simple facts that can be discussed with your class. Some concepts may not be appropriate for your class and the language will have to be adjusted.

Name is Nippon or Japan meaning "Source of the Sun".

Population is about 121 million people.

Size is 145,730 square miles - about the same as California.

Weather is both temperate and tropical.

There are typhoons and blizzards.  
Major Cities are Tokyo - the capital, Osaka and Kyoto.  
There are four major islands and hundreds of tiny vocalic islands.  
Honshu, Hokkaido, Shikoku, and Kyushu are the main islands.  
Earthquakes and volcanic action changes and builds the islands.  
Mt. Fuji is a famous volcano and is known for its beautiful cone.  
They have over 60 active volcanoes and 1,500 earthquakes a year.  
The islands are rocky and mountainous with jutting cliffs and valleys.  
Most important crop is rice because it rains a lot.  
Japanese culture love nature and uses nature in their arts.

17. LANGUAGE: (Map of Japan) Copy or trace a map of Japan. Color the seas and islands. Talk about the similarity and difference between living on an island and living on a continent. Place the map on the bulletin board.

18. LANGUAGE: (Earthquakes) Discuss what it would be like to live on an island where slight earthquakes might happen several times every day. Practice earthquakes by having the students shake their chairs and table. Show any films or books you have about earthquakes.

19. LANGUAGE: (Volcanoes) Discuss what a volcano is. Use a glass bottle as the spout of the volcano. Build the gentle cone with clay. Combine baking soda and red vinegar at a 3 to 1 ratio and pour the mixture into the volcano top. Watch the volcano erupt and note the lava flow. Talk about the power of a volcano and its ability to change the natural environment if your class is at a high enough level.

20. LANGUAGE: (Festivals and Celebrations) Talk about different festivals and celebrations we have in the United States. Compare our celebrations with Japanese celebrations. Here are some Japanese celebrations:

1. O Sho Gatsu (New Year) January 1

This is the most important family festival. All businesses close for three days and all food needed for the three days is cooked prior to the holiday. Each house prepares decorations of bamboo to symbolize strength, pine to symbolize longevity and a plum to symbolize beauty. On the first day, everyone stays home. The second day is celebrated with the family, the third day is celebrated with friends. This celebration focuses on the past (ancient) the present and the future. Have your class create a Japanese festival. Dress up for a festival by making fancy headbands using white handkerchiefs and

fabric paint. Then have everyone take off their shoes at the door. Bow to each other and kneel on the floor instead of sitting on chairs.

#### 2. Setsubun (Bean Throwing Day) February 2

To purify one's home for the new year, one throws beans out the doors and windows. They chant "Oni Wa Soto" meaning Oni go out and "Fuku Wa Uchi" meaning good luck come inside. (Oni is a bad spirit. - picture in folder) You can have your students celebrate this silly holiday by giving them paper sacks to make oni puppets. Then give each child some peanuts and march around the class saying "Oni wa soto." Throw the peanuts outside for the squirrels. Put a box and have they students say :Fuku was uchi and throw the peanuts in the box. They can then put peanuts in their oni bags for a snack.

#### 3. Hina Matsuri (Doll Festival) March 3

This is "Girl's Day". The dolls are called emperor and empress dolls. Read emperor and empress dolls are very expensive. The girls display their elaborated dolls on red felt. Then the girls visit their fiends and admire their dolls. Often, on this day the girls will receive another doll from their parents. In your classroom, you can cover boxes with red paper or cloth and have the students in your room bring in their dolls. Place two dolls symbolizing the emperor and empress dolls on their highest level and then the second level for the lords and ladies. The third level is for the samurai, the musicians, and the furniture. The Primary Coordinator has an example of the dolls that are from Japan and how they are on different levels in her office.

#### 4. Kodomo No Hi (Children's Day) May 5

This is often called "Boy's Day". Sets of samurai armor are displayed and many martial art demonstrations are held on this day. According to tradition, boys should grow tall, straight, and sternly beautiful like the symbolic iris plant. On this day, the carp kite/wind socks fly over Japan. The carp symbolized the beauty and strength of children flying in the stream of life. Make a carp kite for your class and celebrate Children's Day.

#### 5. Tanabata (Star Festival) July 7

This festival is based on story of a princess. The legend is that the Emperor of Heaven had a beautiful daughter who wove the fabric of the stars. There was a cowherd who guarded the cattle who fell in love with the princess. They were married. Soon after, the princess left holes in the star fabric and the cowherd let the cows wander away. In a rage, the Emperor banished the couple to opposite sides of the universe. They can cross the Milky Way only once a year. You can see the two stars meeting in early July. To celebrate, children decorate the bamboo branches with star shapes, heart shapes, curly or straight shapes, and wish (tanzaku) papers and have a parade. The bright

clear green of bamboo is waved in the air as the children march in the parade. Have a parade in your class! You can use bamboo, willow or another thin-stemmed leafy tree. Have the students decorate the branches.

6. Shichi go san (Honorable 7-5-3) November 15

This fall celebration is a holiday that commemorates a coming-of-age. Every child turning seven, five or three that year wears a fancy kimono or hakama. This children visit the Shinto shrine to pay respect and to receive a packet of treats. Children love to dress up and to make their own decorated packets for this Matsuri. In your classroom, have the students decorate white paper lunch bags with traditional good luck symbols of crane, turtle, and bamboo.

Suggested treats can be fruit-flavored candy, raisins, and rice crackers. The students can also make obi by cutting five inch wide swaths of paper and coloring them with flowers, birds, bamboo, cherry blossoms. Tape the bands around the children's' waists. Walk around the school showing the decorated packets and fancy obi.

7. Sapporo Snow Festival February 6

This is a popular day in which contests are held for artist building the most elaborate snowmen or snow sculptures.

21. LANGUAGE: (Rock Gardens) Rocks are everywhere in Japan and the Japanese rock gardens are considered high art form. Have each student choose a favorite rock and describe it. Make gardens from clay flat pots or Styrofoam plates. Line the plates with pebbles or sand and place the favorite rock in an artistic spot on the plate. Decide what the rock symbolizes. (This could be hard - ask what the rock look like or tell the students the rock look like something and see if they agree.) It could be a ship at sea or a dragon. Have each student tell a rock garden story.

22. LANGUAGE: (Taiko Drum) Take a large metal coffee can, remove both ends, and cover them with plastic lids. Put masking tape balls on two chopsticks. Beat the drum with rapid, strong beats.

23. LANGUAGE: (Paint Writing) Most Japanese painting has a nature theme. Paint delicate flowers, trees, insects, birds, fish, and waterfalls with water colors. Or Practice writing some Japanese letters with black paint.

24. LANGUAGE: (Pottery) Japanese form many different shaped pottery. Square dishes , lopsided bowls and perfect circular cups are common. Make

pottery in your class by pinching clay into shapes, letting it dry. Make slab plates by rolling clay into flat disks. Paint on the plates and let dry.

25. LANGUAGE: (Spoon Dolls) Fold gift wrapping paper and trace the kimono pattern and then cut it out. With a marker, draw a simple face on the back of a plastic spoon. Dress the spoon with the kimono piece. Glue it in place. For the obi, or sash, wrap the 1" x 7" strip of paper around the kimono and glue. Fold the arms in for a girl. Make a flower or a small fan form paper scraps for the girl. Leave the arms extend for a boy. Make a small kite from scrapes for the boy to hold.

26. LANGUAGE: (Paper Fans) Prepare a fan pattern for each student to trace. Trace and cut out two fan frames from lightweight cardboard. With crayons or paint, color the outside of the frames and both sides of the craft stick handle. Place colored tissue paper and or crayon shaving between the two pieces of wax paper and press with a warm iron. Place wax paper and one end of the craft stick handle between the two frames. Staple and glue the frames together. Trim off the excess wax paper. Variation: Color the fan pattern.

27. LANGUAGE: (Japanese Darum Dolls) This is a symbol of determination and courage to the Japanese because no matter how much you push the doll it will not fall down. It is used as a gift to wish someone success obtaining their goal. Open a plastic egg and glue the stone into the bottom half. Glue the egg closed. Glue a cardboard circle to the bottom of the egg. Place short strips of masking tape from the cardboard circle up the sides of the egg, as illustrated in the folder. Cover the entire egg with short pieces of paper towels dipped in starch (Papier-mâché) Make sure the layers of paper towel overlap. After the structure dries, paint on the face and decorate the doll with tiny, painted flowers. Be sure to paint closed eyes or empty circles where the eyes should be. Attach thin black yarn for hair.

28. LANGUAGE: (Japanese Fish Rubbings) Cover the work area with layers of newspapers. Place the fish on top of the newspaper. Using a whole fish, pat the fish dry with paper towels. Position the fish and spread the fins where necessary. Place small wads of paper towels under the fins to raise them. Roll ink lightly over the fish. Lay a sheet of tissue paper over the fish and gently rub with your hands on the surface of the paper. Slowly peel away the paper to reveal the print of the fish. Pat the fish dry, and repeat the

procedures to create more prints. When the prints have dried, lightly color some areas of the fish with watercolors or crayons.

29. LANGUAGE: (Bulletin Board) Have the students make a bulletin board by coloring a map of Japan, a pattern of a Japanese woman and man, and coloring a Japanese flag. Talk about each picture labeling items such as: island, kimono, raising sun, etc.

#### FOOD EXPERIENCES:

30. LANGUAGE: (Japanese Fish Cakes) 1 lb. filet of sole  
2 T. cornstarch  
1/2 tsp. soy sauce  
1/2 tsp. salt  
1 tsp. sugar  
1/4 cup old water  
vegetable oil

Make sure the fish is free of bones. Next grind fish into a smooth paste. (Use an electric mixer) Add the cornstarch, salt, soy sauce, and sugar. Now add the water little by little, but not enough to make the mixture lose its shape. Mold into bite-size balls. Deep fry in oil at 380\* F until crispy and brown. Drain on paper towels. Serve the fish cakes hot.

31. LANGUAGE: (Rice Balls) 1 cup Japanese (Sticky) rice and 1 cup water. Put rice and water in a covered pot on the stove. Steam until rice is soft. Let it cool a little. Give each student a small bowl of water, a paper towel, and a half-handful of cooked rice. Wet hands to keep rice from sticking. Make balls. For a fancier sushi, wrap seaweed or spinach around each ball. Stick a sour plum or a teaspoon of tuna in the center for a tasty treat.

32. LANGUAGE: (Noodles) There are many varieties of noodles, and all are delicious. Two common varieties are the skinny vermicelli (ramen) and the wide buckwheat (soba). Serve noodles hot or cold. Add finely chopped onions, carrots and meat. Add bean paste from a health food store or Asian import market. Use chopsticks and slurp the soup loudly. Japanese consider it polite to slurp soup.



33. LANGUAGE: (Desserts) Popular desserts in Japan are chocolate, ice cream, and cake. Also a Melt Chocolate. This is when you dip a thin stick of pretzel into the chocolate and let it harden.

34. LANGUAGE: (Festival Cookies) These are sugar cookies that are pressed into molds shaped like flowers, birds, or leaves with sugar and rice powder sprinkled on them before they are baked.

### **WRITTEN LANGUAGE:**

1. WRITTEN LANGUAGE: Any of the activities above can be turned into a written language activity simply by using the language in the activity and writing it as a description of the picture of that activity. The students can color the picture after they write about it. Some examples are in the folder.
2. WRITTEN LANGUAGE: (Japanese Writing) (Counting in Japanese) Discuss and compare how we write our numbers and how the Japanese write their numbers. Have each student make a book of numbers. Using three or more sheets of paper overlap them and then staple as shown in the example folder. Then have the students number the pages on the left hand side. Using notecards, the teacher will have the students pick a card and guess which Japanese number it is. After they have guessed, the students will write the number on the right side of the corresponding number. Depending on the level of the students, they can write the English name of the number in the middle or the Japanese name.
3. WRITTEN LANGUAGE: ( Japanese Fan) Have the students write something that they have just learned about Japan on the fan. If the class' language level is higher, have them write something new in each segment of the fan.
4. WRITTEN LANGUAGE: (Japanese Writing Worksheet) This is for a higher level group. The students can get some practice writing in Japanese using this worksheet.
5. WRITTEN LANGUAGE: (Writing Comparisons and Differences) Make a book that talks about things that are the same and different. An example would be: "Japanese students usually wear uniforms." "Most American students wear regular clothes."

6. **WRITTEN LANGUAGE:** (Japanese Post Cards) You will need cards of stiff paper such as an index card around 4" x 6", big rubber erasers, an exacto or other knife to cut the erasers, and ink pad or pads. Draw a design on the flat side of the eraser. Remember the design will print backwards from the way you draw it. Make up a design or choose one of the traditional ones shown in the folder. Cut away the area around the design with a knife so that the design stands out. Press the stamp on the ink pad and print your designs on one side of the card. Keep the other side for writing an address and message. The students will write a note home telling their parents about Japan.

### **GAMES:**

1. **GAMES:** (Jan-ken-pon) This is one of the first games Japanese children learn how to play. It is called "Rock, Paper, Scissors" in America. Here is how to play: Two players sit facing each other and say in unison, "Jan-ken-pon". On pon both thrust out one hand exposing either a fist (rock), two fingers (scissors) or open hand (paper). The winner is decided as follows, Rock crushes scissors, scissors cuts paper, and paper wraps rock.
2. **GAME:** (Japanese Tag) The person who is "it" must run while keeping one hand on the place on his body where he was tagged. Using his free hand, he must tag someone else.
3. **GAME:** (More Fun) When play hopscotch - use Japanese numbers.
4. **GAME:** (Fu ku wa ra ee) This game is like pin the tail on the donkey but you put on parts of the face. The fun and emphasis is on making a funny face.

### **FIELD TRIPS:**

1. Take your class to a museum with Japanese display or art.
2. Go to a Asian Market and look at the special foods.
3. Japanese Gardens, Missouri Botanical Gardens

## **LITERATURE:**

### **FICTION:**

1. The Bicycle Man By Allen Say  
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2. Umbrella By Taro Yashima  
Published by Puffin, 1959
3. A Japanese Fairy Tale By Jane Hori Ike and Baruch Zimmerman  
Published by Frederick Warne, 1982
4. Tree of Cranes By Allen Say  
Published by Houghton Mifflin, 1991
5. The Magic Fan By Keith Baker  
Published by Harcourt Brace, 1989
6. The Boy of the Three-Year Nap By Diane Snyder  
Published by Houghton Mifflin, 1988
7. The Carp for Kimiko By Virginia Kroll  
Published by Charlesbridge, 1993
8. The Boy Who Drew Cats By Arthur A. Levine  
Published by Dail, 1993
9. Three Strong Women; A Tall Tale From Japan By Clause Stamm  
Published by Viking, 1990
10. The Tale of the Mandarin Ducks By Katherine Patterson  
Published by Penguin Books, 1990
11. Taro and the Bamboo Shoot By Masako Matsuno  
Published by Pantheon, 1974
12. The Cherry Tree By Daisak Ikeda  
Published by Knopf, 1991
13. The Crane Girl By Veronika Martenova Charles

Published by Orchard, 1993

14. The Stonecutter  
Published by Viking, 1975

By Gerald McDermott

15. The Park Bench  
Published by Kane/Miller, 1989

By Fumiko Takeshita

16. The Crane Wife  
Published by Morrow, 1981

By Sumiko Yagawa

17. Sadako  
Published by Putnam, 1993

By Eleanor Coerr

18. Sachiko Means Happiness  
Published by Children's Book Press, 1990

By Kimiko Sakai

19. Crow Boy  
Published by Puffin, 1955

By Taro Yashima

20. The Girl Who Loved Caterpillars  
Published by Puffin, 1992

By Jean Merrill

21. The Inch Boy  
Published by Viking, 1984

By Junko Morimoto

22. The Emperor and the Kite  
Published by Philomel, 1988

By Jane Yolen

23. The Funny Little Women  
Published by Dutton, 1972

By Arlene Mosel

24. How My Parents Learned to Eat  
Published by Houghton Mifflin, 1984

By Ina R. Friedman

25. Japanese Children's Favorite Stories  
Published by Charles E. Tuttle, 1988

By Florence Sakade

26. Little One Inch

By Barbara Brenner

Published by Coward McCann, 1977

27. Rise and Shine, Mariko-Chan! By Chiyoki Tomioka  
Published by Scholastic 1992

28. Paper Crane By Molly Bang  
Published by Grennwillow, 1985

29. Perfect Crane By Anne Laurin  
Published by HarperCollins, 1981

NON-FICTION:

1. Children of Other Lands - Japan By Sheila Dalton  
Published by Grolier, 1990

2. Cooking the Japanese Way By Reiko Weston  
Published by Lerner, 1983

3. Countries of the World - Japan By Lesley Downer  
Published by The Bookwright Press, 1990

4. Count Your Way Through Japan By Jim Haskins  
Published by Carolrhoda, 1990

5. Easy Origami By Dakuotei Nakano  
Published by Viking Kestrel, 1985

6. Japan: The Culture By Bobbie Kalman  
Published by Crabtree, 1989

7. Japan By Karen Jacobsen  
Published by Children's Press, 1982

8. Japan: The Land By Bobbie Kalman  
Published by Crabtree, 1989

9. Japan: The People By Bobbie Kalman  
Published by Crabtree, 1989

10. This Place is Crowded By Vicki Cobb  
Published by Walker and Company, 1992
11. Japan By Judith Davidson  
Published by Dillon Press, 1983
12. We Live in Japan By Kazuhide Kawamata  
Published by The Bookwright Press, 1984
13. Japan: in Pictures By The Geography Department  
Published by Lerner Publications, 1989
14. Places and People - Japan By Vincent Bunce  
Published by Franklin Watts, 1994
15. Japan: On the Map By David Flint  
Published by Raintree Steck-Vaughn, 1993
16. Discovering Japan By Deborah Tyler  
Published by Crestwood House, 1993
17. Japan By John Baines  
Published by Raintree Steck-Vaughn, 1994

#### TEACHER RESOURCES:

1. *Eating in Japan* Japan Travel Bureau, 1984
2. *Insect Lore* Catalogue: PO Box 1535, Shafter, CA 93263
3. *All-Japan: The Catalogue of Everything Japanese* By Liza Daby  
Published by Quil, 1984
4. For further information contact: Embassy of Japan, 2520 Mass. Ave.,  
NW, Washington DC 20008  
or  
Japan National Tourist Office, 45 Rockefeller Plaza, New York, NY 10020

## VIDEOS/FILMS

1. *Big Bird Goes to Japan*      Children's Television Workshop
2. *My Day, Tokyo Day*

(For a complete list of films and videotapes to borrow, contact the Consulate General of Japan in your area.)